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Census Monograph No. 5

Illiteracy and School Attendance

(A study based on the Census of 1931 and supplementary data)

by

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PREFACE

The present study of illiteracy and school attendance is, as far as possible, supplementary to an earlier study published in connection with the Census of 1921, *i.e.*, it covers new ground in all respects except in so far as it verifies and brings up to date the findings of the earlier study. The main difference between the two is that the 1921 monograph portrayed illiteracy and school attendance from the point of view of the educationist as a technologist, the present monograph from his point of view as a sociologist. The two studies, then, are in most respects two parts of one study.

The conclusions of the present monograph are that census data on illiteracy and school attendance, while valuable as descriptive of and measuring the conditions and progress of these attributes as such, are still more valuable as measures of symptoms of social phenomena which are not directly measurable. In other words they measure the population conditions which determine the status of illiteracy and school non-attendance but which also determine other statuses, a more important matter than measuring the influence of illiteracy and school attendance upon the population. The two attributes are symptomatic of a *class* different in several respects from the class possessing the opposite attributes. The attendant evils of illiteracy are not removed by the removal of illiteracy. Its cause must also be eradicated, and this cause has many anti-social effects in addition to illiteracy.

The study is divided into two parts, the first (Chapters I-V) dealing with illiteracy and the second (Chapters VI-X) with school attendance. Part III is devoted to basic tabular material to which the reader is referred throughout the text. The summary of the whole coming before these parts is consistent with the general plan of the series of monographs and will be found useful to the reader who is more interested in the findings than in the arguments on which they are based. The study was carried out under the direction of Mr. M. C. MacLean by the Staff of the Social Analysis Branch of the Dominion Bureau of Statistics, Miss E. M. Carmichael of that Branch directing the preparation for press.

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Dominion Statistician.

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Province	County	Number on map	Province	County	Number on map	Province	County	Number on map
Prince Edward Island......	Kings.........	1	Quebec-Con.	Chateauguay.....	14	Ontario......	Addington......	1
	Prince........	2		Chicoutimi.....	15		Algoma.........	2
	Queens........	3		Compton......	16		Brant..........	3
Nova Scotia......	Annapolis........	1		Deux-Montagnes	17		Bruce..........	4
	Antigonish......	2		Dorchester.....	18		Carleton........	5
	Cape Breton...	3		Drummond.....	19		Cochrane.......	6
	Colchester.....	4		Frontenac......	20		Dufferin........	7
	Cumberland...	5		Gaspé.........	21		Dundas.........	8
	Digby.........	6		Hochelaga.....	22		Durham........	9
	Guysborough...	7		Hull..........	23		Elgin..........	10
	Halifax........	8		Huntingdon....	24		Essex..........	11
	Hants.........	9		Iberville......	25		Frontenac......	12
	Inverness.....	10		Joliette.......	26		Glengarry......	13
	Kings.........	11		Kamouraska....	27		Grenville......	14
	Lunenburg....	12		Labelle.......	28		Grey..........	15
	Pictou........	13		Lac-St-Jean....	29		Haldimand.....	16
	Queens........	14		Laprairie......	30		Haliburton.....	17
	Richmond.....	15		L'Assomption...	31		Halton........	18
	Shelburne.....	16		Laval.........	32		Hastings.......	19
	Victoria.......	17		Lévis.........	33		Huron.........	20
	Yarmouth.....	18		L'Islet.......	34		Kenora........	21
New Brunswick	Albert.........	1		Lotbinière.....	35		Kent..........	22
	Carleton........	2		Maskinongé....	36		Lambton.......	23
	Charlotte......	3		Matane.......	37		Lanark........	24
	Gloucester.....	4		Mégantic......	38		Leeds.........	25
	Kent..........	5		Missisquoi.....	39		Lennox........	26
	Kings.........	6		Montcalm.....	40		Lincoln........	27
	Madawaska....	7		Montmagny....	41		Manitoulin.....	28
	Northumber-land....	8		Montmorency...	42		Middlesex.....	29
	Queens........	9		Montreal Island.	43		Muskoka.......	30
	Restigouche....	10		Jesus Island....	44		Nipissing......	31
	St. John......	11		Napierville....	45		Norfolk........	32
	Sunbury.......	12		Nicolet.......	46		Northumber-land....	33
	Victoria.......	13		Papineau......	47		Ontario........	34
	Westmorland...	14		Pontiac.......	48		Oxford........	35
	York..........	15		Portneuf......	49		Parry Sound....	36
Quebec.........	Abitibi........	1		Quebec.......	50		Peel..........	37
	Argenteuil.....	2		Richelieu......	51		Perth.........	38
	Arthabaska.....	3		Richmond.....	52		Peterborough...	39
	Bagot........	4		Rimouski......	53		Prescott.......	40
	Beauce........	5		Rouville......	54		Prince Edward..	41
	Beauharnois...	6		Saguenay.....	55		Rainy River....	42
	Bellechasse....	7		Shefford......	56		Renfrew.......	43
	Berthier......	8		Sherbrooke....	57		Russell........	44
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	Brome........	10		Stanstead.....	59		Stormont......	46
	Chambly......	11		St-Hyacinthe...	60		Sudbury.......	47
	Champlain.....	12		St-Jean.......	61		Thunder Bay...	48
	Charlevoix.....	13		St-Maurice....	62		Timiskaming...	49
				Témiscouata...	63		Victoria.......	50
				Témiskaming...	64		Waterloo......	51
				Terrebonne....	65		Welland.......	52
				Vaudreuil.....	66		Wellington.....	53
				Verchères.....	67		Wentworth....	54
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NOTE.—The census division numbers of the Prairie Provinces and British Columbia are given on the map.

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SHOWING
THE COUNTIES AND CENSUS DIVISIONS
as organized at the census of 1931
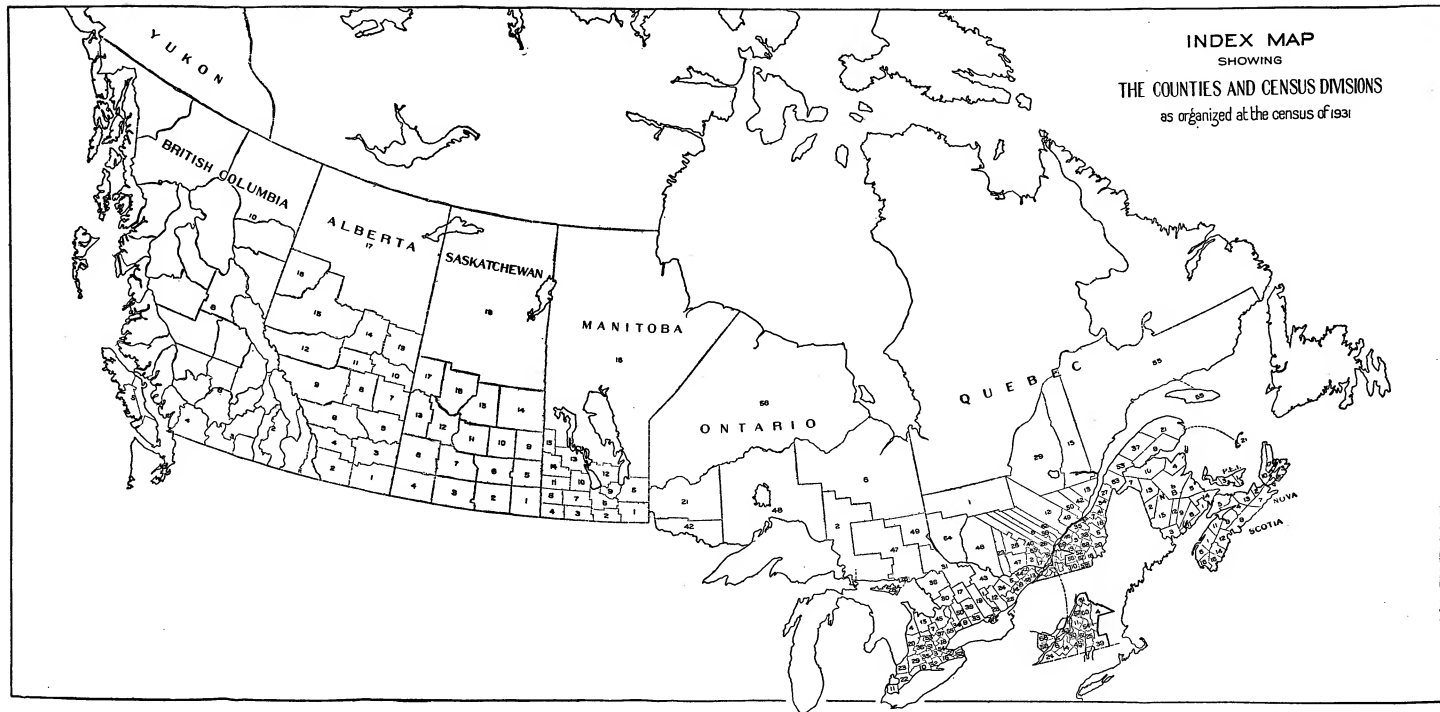
SUMMARY

Illiteracy—or more correctly, literacy—and school attendance are closely allied subjects. In a country amply supplied with schools and with school attendance compulsory in eight of the nine provinces, persons unable to read and write and persons not attending school between certain ages are something of a phenomenon.

The present monograph is concerned with the number and distribution throughout Canada of these persons, the underlying causes and the social and economic concomitants.

LITERACY AND ILLITERACY

The census ascertained how many in the population "can read and write"—the numbers *literate* though not the degree of *literacy*. The negative term *illiteracy* is here regarded as the more significant aspect of the situation.

In 1931, there were in Canada 309,396 persons 10 years of age and over who could neither read nor write; this is 3·79 p.c. of the population of that age.

Ages 10 and over were alone considered, as some portion of the population below that age might have had no opportunity to learn to read and write.

Figures of illiteracy, however, must be taken with a great many reservations. Bald comparisons, especially as between provinces, should be avoided. On the whole illiteracy is widespread (geographically) over Canada and, while the percentage is not high as compared with some countries, this diffusion is apt to militate against its immediate elimination. From this it follows that segregation of illiteracy is the best condition for its elimination. Attention may be drawn to two forms of segregation which will inevitably yield to time without increased effort on the part of the school system. These are age, for obvious reasons, and race, for the reason that its chief component, foreign birth, is giving way rapidly to Canadian birth. At present, race with its implication of foreign birth, *bloc* settlement and in-marriage, is the chief factor determining the illiteracy of Canada. After race comes age and after age, rural residence, especially residence in outlying parts. Another factor, but so small that it is practically negligible, is sex, *i.e.*, males tend to be more illiterate than females, but to a very slight degree. Since, however, this degree obtains among the Canadian born and not among the immigrant, it cannot be wholly ignored. It must be borne in mind that there is probably no such possibility as the complete elimination of illiteracy. Even under the best conditions in Canada there is some illiteracy and the same holds true of any country or race. The causes behind this irreducible minimum are obviously so numerous that they may be regarded as almost individual.

COMPARISON WITH OTHER COUNTRIES

A comparison of the illiteracy rates of Canada with those of other countries is not only difficult but well nigh impossible owing to the difference in methods used in measuring illiteracy in the various countries and the lack of recent data for many of these countries. One means, however, is by comparing the illiteracy of the immigrant population in Canada according to their various birthplaces—but this does not take into consideration whether or not a country is sending out its more illiterate population and retaining its more literate. When we consider that certain countries such as Germany and the Scandinavian countries *claim* to have *no* illiteracy and yet we find in Canada illiterate immigrants from these countries, we are led to the conclusion that the illiteracy data of these countries is not collected on the same basis as our own or else that they are exporting their illiterates.

Generally speaking the areas of least illiteracy were found to be in North Western Canada, the areas of greatest illiteracy—those having 50 p.c. or more—in or near the Torrid Zone. But even this broad statement leaves something to be desired in fairness, for it takes no account of the various forms of segregation of illiteracy which may exist within these geographical areas.

Comparing the illiteracy of the immigrants in Canada from forty-five different birthplaces, South Africa showed the least illiteracy—only 0·14 p.c.—but South Africa had less than 5,000 representatives in Canada over 10 years of age, which renders the comparison again somewhat unjust. The British Isles and Possessions and the United States came next, closely followed by the Scandinavian countries, Switzerland and Holland. South America, France and "other" British followed—all of which had less than Canada's rate of 3·79 p.c. Greater than the Canadian rate

were Germany, Belgium, Newfoundland, Spain, "other" Europe, "other" countries, India, Finland, Greece, etc.—all with less than 10 p.c.—and so on down to Armenia and the Ukraine with 21 p.c.

Comparing the illiteracy of certain countries with that of the various age groups in Canada it was found that the United Kingdom, North Western Europe, Japan (except Cho Sen province), Australia, New Zealand and Northern Ireland had about the same rates as that of Canada's lowest group—the 10-19-year-olds. The United States had about the same as Canada's 35-39-year group; France and Czechoslovakia the same as our 55-59-year group; Hungary the same as our 60-64-year group; the Irish Free State comparable to the Canadian 65-69, and the Argentine Republic, Alaska, Newfoundland and Labrador and probably Poland the same as our 95-99-year group. In addition to these are the countries more than half illiterate which are higher than any Canadian age group, the U.S.S.R., Portugal, a number of South and Central American countries, Ceylon, India, Egypt, non-Europeans of the Union of South Africa, the Philippines, etc., etc.

IMPROVEMENT WITH THE PASSING YEARS

The schools of Canada on their part are eliminating illiteracy at a rate which gives rise to a statistical phenomenon, *viz.*, increasing (instead of diminishing) returns. This is proved by the fact that the 10-14-year-olds are not only the least illiterate of the age groups but that their improvement over the immediately older group is greater than of that group over the next older, the same being true of the 15-19-year-olds. This proves that the schools and school attendance agencies are highly efficient. On the other hand this is counteracted by the injection into the population of more illiterate classes at other ages. So long as this continues, illiteracy cannot be eliminated and it cannot be segregated geographically in order to confine the illiterates to a few areas and attack them *en masse* by some kind of drive. As it is, percentages as high as the average or higher are widespread geographically. This idea summarizes the situation from the point of view of improvement. Illiteracy has been decreasing at an undiminishing rate since the date at which the oldest persons now living in Canada were of school age, this rate being accelerated during the last fifteen years. Between 1921 and 1931 there was marked improvement in all classes of the population and also, the high percentages of illiteracy were confined to fewer areas. The situation at present is, however, that illiterate persons among the early adult ages are more common than is natural considering the rate of improvement in the population as a whole. These particular ages are the ages of the parents of children who are now of school age. It follows that this adds to the problems of school attendance administration that of overcoming the inertia or unwillingness of these parents. The children of illiterate parents showed poorer school attendance during the year 1930-31 than did those of literate parents. This makes the reality of the problem obvious.

SOCIAL AND ECONOMIC CONCOMITANTS

The findings of this study are so important and so striking that they call for a definition of illiteracy quite different from that popularly conceived. Usually we understand by illiteracy merely inability to read or write. If the person is illiterate he is regarded as losing certain social privileges by his status, arising directly from his disability—nothing more. Illiteracy as a social problem is considered commensurate with what the individual loses by this disability and what the country loses through his lack of intelligent grasp of the duties of the citizen because ignorant of letters. If we accept this definition, it becomes at once apparent that both premises and conclusions are open to argument. There are many familiar cases where an illiterate person is more intelligent and more efficient than his literate neighbours. He cannot read, but he has a sort of traditional literacy and native intelligence by which he can not only handle his business efficiently but also keep in touch with world affairs. This is especially true in these days of radios and talking pictures. The illiterate person, no doubt, loses, and the country of which he is a citizen also loses to an extent, by the fact that he is illiterate, but this is not the most serious side of the situation. In the definition which seems to be more adequate it is not individual illiteracy that is important, but *class* illiteracy. What is all-important is the *reason* why the class is illiterate, not the *fact*. A test of this can easily be made. Suppose by special effort a class of persons which now shows 15 p.c. illiterate, could be made to show only 1 p.c.; would this raise the class from inefficiency to efficiency? The answer in all probability is "no",

except to an insignificant degree. The story told in this monograph is that the illiterate class is below par in every attribute for which they were tested except one—tendency to crime—and also that they contain attributes which may or may not be anti-social but in any case are *different* from those shown by literate classes. One of these is the tendency to have larger families. The possibility, and even the probability, that this is anti-social arises from the fact that at the same time their earnings are much lower than those of the literate classes, *i.e.*, they are willing to assume responsibilities which they are poorly equipped or unable to meet. The illiterate class is seen to show the following characteristics in a marked degree different from the literate:

    (1) a slight tendency to different marital status;

    (2) a tendency to have larger families including not only "own" children but other children;

    (3) to have fewer dependents other than children;

    (4) to have a greater proportion of their children illiterate arising principally out of poorer school attendance;

    (5) to have a larger proportion of their wives and children working;

    (6) to show much lower earnings per wife and child earning;

    (7) to have the heads of family belonging to an occupation class receiving the lowest wages;

    (8) to show more illegitimacy;

    (9) to show definitely a greater proportion of inmates in mental institutions;

    (10) to show, though very slightly, a greater proportion, especially of females, in corrective institutions;

    (11) in striking contradistinction to the foregoing, to show *smaller* proportions of persons convicted of indictable offences.

With the conception of illiteracy as the brand of a class, it is easy to see why forcibly raising that class from a state of illiteracy to literacy might even be harmful, as in other cases where the symptom is removed and not the cause. If the class itself voluntarily accomplishes this task, well and good, but it is doubtful that it should be undertaken as a special mission by the literate classes. What is all important is to remove the cause or causes back of the symptoms.

If, then, illiteracy so clearly distinguishes a class for which statistical information would otherwise be very difficult, if not impossible, to obtain, it follows that it is highly important to collect information on illiteracy at the census. Such countries as have ceased to obtain this information are probably losing a great deal. It is of little or no use to obtain some figures by means of army conscripts, etc., for this is attacking the matter at the wrong end—selecting the class first and then measuring its illiteracy, instead of giving the information on illiteracy the opportunity of designating the class.

LITERACY AND CONJUGAL CONDITION

In its relation to conjugal condition, illiteracy is very important. We have already measured or indicated relatively how much illiteracy is due to race, age, rural residence, sex and other factors. Now let us see how much is due to class and how much is accident or opportunity.

In 1931, 5·18 p.c. of the married and "at one time married" population 15 years of age and over were illiterate as compared with 2·44 p.c. of the single. The ready explanation is that the married people are older and thus possibly have had less opportunity for attending school. This explanation may be dismissed, since a comparison of age groups shows that the difference between married and single is greatest at the early ages, *i.e.*, in the most recent marriages. Another explanation is that the illiteracy is regional, but a study of illiteracy figures for all the provinces and urban centres shows that illiteracy prevails in all sections to much the same extent.

On comparing the rates of marriage of the literate and illiterate females, a steady increase in the latter's tendency to marry is seen. From practically no difference, the tendency has been increasing until now the illiterates are 3·3 times as likely to marry as the literates. Viewed from a social standpoint this creates an alarming situation.

The family statistics reveal that, of own children living at home, there are 2·55 per illiterate mother as compared with 2·23 per literate mother or 1·14 times as many. The comparative fertility of the illiterate to the literate females would seem to be 1·49 to 1·00. Applying the same birth, death, fertility and marriage rates as at present, in fifteen years the ratio of literate to illiterate females will be only 6 to 1 as compared with 29 to 1 at present. Thus if these tendencies remain the same and the birth rate to literate mothers continues its apparent decrease, we see that the illiteracy problem is not only a real but a growing one.

There is one other striking feature of illiteracy as regards conjugal condition and that is the tendency to intermarriage among illiterates. Illiterate females in 1931 made a choice of illiterate to literate husbands in the ratio of 24·3 to 1 and illiterate males chose illiterate wives in the ratio of 19·8 to 1. In other words, there was an intermarriage between illiterates of 48·9 p.c., which is highly significant when we consider the higher and younger marriage rates and greater fertility.

Now we see that the illiterate portion of the population is becoming more and more segregated by (1) intermarriage, (2) marrying younger and having more offspring and (3) keeping these offspring out of school. However, this segregation is in itself a check, in that they have to choose their mates from 5 p.c. of the population if they wish to intermarry as is their tendency.

PRESENT STATUS OF SCHOOL ATTENDANCE

Besides its obvious bearing on illiteracy there are many other aspects of school attendance. In the last decade there was an increase of almost 26 p.c. in those attending school as compared with 18 p.c. in the total population. This was due to greater school-mindedness of the population, greater proportions of the population being at school age, lack of work in the last year of the decade for those at older ages who would ordinarily have left school and the raising of compulsory attendance ages throughout the provinces.

Now, more than ever, the years spent at school form a very important part of a lifetime. At the ages of 16-19, school attendance has increased 86 p.c. The average number of years spent at school is 9·9, which is an increase of 1·93 years since 1911. This would seem to indicate that life is growing either progressively fuller or more difficult. Of course, the reason for this lengthening-out is not that every individual remained at school much longer; rather it is due to the fact that some persons remained at school no longer than before but that more persons stayed a long time at school and fewer persons stayed only a year. Males have an average of 39 years gainful employment and females an average of 8 years. Since the sexes attend school in approximately equal numbers and for the same period, 19·8 years are spent at school for every 47 years of gainful employment. If these years at school are wasted by irregular attendance the loss is readily discernible.

Experience seems to show that there is no great gain in sending children to school too young. The proportions at school increase from the age of 6 up to the age of 11, after which they decrease, at first slowly and then rapidly from the age of 13 on, that at 11 being 97·18 p.c. In 1931 both the approach to and recession from the high point (the ages of 10 and 11) were less rapid than in 1921. In 1931 the effect of the Compulsory Attendance Acts is very noticeable as they begin to drop out rapidly at the age of 15, which is not a particular stage in school life.

Census returns show that 94·62 p.c. of all the pupils going to school attended 7-9 months out of a possible 9 months (September to May); 3·19 p.c. attended 4-6 months and 2·19 p.c. attended less than 4 months. The average number was about 7·8 months out of 9, or, say, 87 p.c. of the possible time. Teachers' returns on the same matter show slight variations from census returns, the teachers' returns being in all cases the lower. The teachers' records do not include private schools, etc., but are day-by-day records so that a month in which a day or so has been missed is not counted as a full month as it is by a person answering from memory the questions put by the enumerator. The teachers' reports include also a floating population from year to year in the census returns.

Data on the average daily attendance of urban and rural pupils show that although rural pupils find it harder to get to school than do urban pupils (8 p.c. difference), when they do go they attend almost as regularly (2·8 p.c. difference). Because these figures are for persons 5-19 years of age, the chief reason for the non-appearance at school of rural persons is likely to be the earlier dropping out of school. Using these data on months at school in conjunction with the ages of the pupils it is found that in 1931, out of 9·89 years tied down to the school, 1·34 years were wasted through irregularity in attendance. In this there is very little variation from conditions in 1921 and 1911.

Data on the school attendance of the Canadian, British and foreign born show that the Canadian born stay longer at school while the British born begin school younger. The British born attend school more regularly than do either of the other two classes. The net result is that the British born put in as much time at school throughout their shorter school career as do the Cana-

dian born. The foreign born attend about 4 months less than the other two classes. If it is presumed that the British and Canadian born attain the same standing it may be concluded that the time spent "tied down to the school" over and above the time actually attended is waste.

When considering school attendance in the nine provinces it is seen that the relationship between the percentage at school age and the number attending school age tends if anything to be an inverse one. Therefore, a large proportion of children at school age does not necessarily mean a correspondingly large proportion at school.

Of the time "at" school, the time lost is nearly uniform for the provinces. Quebec is the only marked exception, being so low that it pulls the Dominion average below those of all other provinces. In Quebec school life is also the shortest. This is because of the resemblances of the Quebec Roman Catholic system to European systems. Indeed in all Canada education seems to be approaching this system, as in the last six years pupils have shown an increased tendency to drop out at Grade X, high school work or Ontario second year "Lower School", i.e., at the end of what is considered in Quebec to be "complementary" education.

EXTENT AND DIRECTION OF CHANGES IN SCHOOL ATTENDANCE DURING THE CENTURY

Improvement in school attendance during the decade 1921–31 may be noted in two directions—prolonged school life and increased time actually spent in school. Since 1911 school life has lengthened for all ages from 7·96 to 9·89 or by 1·93 years. The extension in the years at school under 7 is very slight (·06 years), as these are more and more recognized as pre-school years; between 7 and 14 is the largest increase (1·06 years), while from 15 to 17 we note 0·60 years and from 18 to 24, 0·21 years increase.

The time actually spent in school has increased from 6·58 years in 1911 to 8·55 years in 1931, a gain of 1·97 years. The difference in the years of school life and the actual years spent in school is 1·34 and must be regarded as waste. The gain in actual schooling brought about by increased length of school life is an improvement where the gain takes place within the limits of school life (decrease of waste), while at the end, as is the case in most provinces, it is pure cost. The most economical and highest actual gain was in Alberta.

The changes in average school standing are similar to those that took place in school attendance. In the seven years 1924–31, the average pupil gained from 0·16 grades in Ontario to 0·62 grades in Saskatchewan and the average pupil of 14 is now in the high school entrance grade. While in most provinces the average school standing is directly proportional to the number of years schooling, the more rural provinces show a slightly more rapid advance.

Examining the school attendance figures by sex, we find interesting differences. The figures show about the same proportion at school up to the age of 14, a smaller proportion of boys from 15–18 and a larger proportion after that age. The most striking change for both sexes in the decade 1921–31, increased attendance at ages 15 and 16, may be attributed partly to Compulsory Attendance Acts.

Regularity of attendance added 0·42 and 0·38 years in the case of boys and girls respectively and the lengthening of school life was by 0·85 and 0·81 years. On the whole, the change that took place in the decade was lengthening the period of school attendance rather than making fuller use of it.

Considering more particularly the population 16 years of age and over, we observe that in the decade the time at school up to this age increased 0·66 years (average grade 8·50). This may be regarded as equivalent to one grade. An average of 1 year is put in at school after 16 and, for the 45·98 p.c. of the population attending school after their sixteenth birthday, the average gain in standing is 2·27 years (average grade 10·77). Distributed over the whole population, this gain is 1·04 years.

The elementary school seems to supply the needs of the average person for as long as he attends school; the high school and institutions of higher learning are necessary for the intellectually above average. It is the latter group that raises the educational level of the population to meet the intellectual needs of the country which an elementary education is unable to satisfy.

The education the average person receives could be obtained with full attendance between the ages 7 and 14. In 1931, considering persons over the age of 16 at school, 6·97 p.c. were in Grade VIII, 5·43 p.c. below and 87·60 p.c. above that grade.

INFLUENCE OF PHYSICAL ENVIRONMENT AND POPULATION CONTENT UPON SCHOOL ATTENDANCE

Physical and social environment, regardless of compulsory attendance and other laws, directly influence school attendance. From the physical environment comes a twofold influence, (1) on the proportion of the population attending school and (2) on their regularity of attendance. If we take the 222 census divisions of Canada in 1931 we see a surprising uniformity in the regularity of attendance. Taking 9 months as the full school year, there are only 6 weeks between the poorest and the best. On the whole, only a slight geographical or climatic influence is shown. It is only under extreme conditions that influence of physical environment, once the pupil is registered at school, is appreciable.

There is, however, a remarkable variation in the proportion of the population attending school. Taking the percentages of the population at school at the ages of 7, 11 and 14, by provinces, there is a variation at 7 of 7·05, at 11 of 2·71, but at the age of 14, a range of 26·27 p.c. Thus the variations are due more to a dropping out of school before the age of 14 than to differences at other ages. A comparison of the percentages at school in different counties by nativity shows that the greatest uniformity is in Canadian born and the greatest variation in foreign born. There is little reason to believe that the same physical environment would permit one set of people to go to school and prevent another set from going to school. Thus the effects of physical environment, while present, are very small and are noticeable only in extreme climate and new, unsettled or mountainous parts.

To make more certain of the possible effects of physical environment, the percentage attending school is correlated with the density of population, percentage urban, percentage rural non-farm population and percentage British races. The density and percentage urban are regarded as physical factors, the other two as population content. In a sample of fifty-five counties, omitting the counties which were all urban or in outlying sections, the multiple correlation of percentage at school with the four factors mentioned above was 0·75. The correlation lay almost entirely with percentage British races. That with density of population was *nil* and the rural non-farm population showed a negative correlation.

The conclusion from this seems to be that only in extreme cases do physical conditions affect the percentages attending school. Therefore, the non-attendance around the age of 14 is purely a social phenomenon and will be explained as such presently.

INFLUENCE OF HOME ENVIRONMENT UPON SCHOOL ATTENDANCE

In the foregoing the effects of physical and social conditions have been seen, so now let us trace the relationship between the children not at school and their home conditions. In the 1931 Census special information was collected and classified concerning the parents and guardians in relation to their children and now the influence of home conditions may be easily shown for those not attending school.

In 1931 the number of children not at school between the ages of 7 and 14 was 121,279 out of a total population at these ages of 1,755,348, or 6·91 p.c. Of these there are 96,209 children born to the family and 3,203 guardianship children or a total of 99,412 children found in families. From a study of the attendance of the own children and the guardianship children, guardianship is seen to be inimical to school attendance. Again, the larger families show more non-attendance than the smaller. However, the types of families when corrected for size of family show the best state for school attendance to be where both parents are present. We find from careful measurement that there are, of the children found in families, 2,373 out of school owing to lack of one or both parents and 14,079 out of school because of illiteracy of parents. Almost one-third of the total children not at school (38,749) may be said to be kept out by the lack of, illiteracy or marital status of parents, regardless of compulsory attendance laws and public opinion. This leaves 82,530 children who are not at school but whose non-attendance cannot be associated with the illiteracy or marital status of the parents. Most of these absences occur at the ages of 7 or 14. A study of the children not at school, by occupational status of parents, shows that the attendance among wage-earners is better than among non-wage-earners. There are strong indications that the occupation of the parent has an influence upon the attendance of the children. Occupations which call for frequent moving about show greater non-attendance, which is only to be expected.

Thus the three most important features of home environment influencing school attendance are (1) the illiteracy of the parents, (2) marital status of the parents and (3) occupation of the parents. Of these the illiteracy of the parents undoubtedly has the greatest influence on the non-attendance of the children.

YEARS SPENT AT SCHOOL BY THE POPULATION OF THE PRAIRIE PROVINCES AS REPORTED IN THE CENSUS OF 1936

In the 1936 Census of the Prairie Provinces something of an innovation was introduced into the schedules to obtain direct evidence upon the school attendance of the population as a whole. The question asked "Number of years spent at school?" referring to the number of years attached to the school does not take into account the regularity of attendance or the intelligence of the persons. However, the number of years spent at school is a certain measure of attainment when applied to the population as a whole. Taking the three provinces by quinquennial age groups, males and females, we see that the age group having the highest median years attendance is 20-24. For this group, over half the population had spent more than 8·2 years at school for the lowest and 9·8 for the highest. The difference in the sexes, the females showing from 0·7 to 1·0 years more than the males. Thus we see that in all the provinces 50 p.c. of the persons had attended sufficiently long to attain high school entrance, while in Alberta with 9·8 years the females had attended sufficiently long to cover two years of high school.

By comparing the age groups in ten-year intervals, we can trace the improvements in attendance, remembering that those at 20-24 were at ages of maximum attendance in 1926 and those at 30-34 were at ages of maximum attendance in 1916. The lengthening out of school life is seen to vary from half a year in rural Manitoba to a year and a half in urban Saskatchewan. A lengthening out of 1 year in the period is a fair average of the situation as a whole. This compares with the figures already reached by inference in Chapter VI. Since the improvement seems to be greatest in recent years, the lengthening out of school life is at present about 2 years. These ·2 years are due to attendance after the ages of compulsory attendance.

So far we have considered averages as measured by the median; now let us consider the actual number of years at school by age groups. In the first place those who have never entered school may be said to comprise the illiterate portion of the population. At the ages 15-19 as many as 156 per 10,000 were never at school by the year 1936. The figures for "0" years at school are quite comparable with the illiteracy figures and show the same steady increase from younger to older persons. For those who attended less than 5 years but who actually went to school the 15-19 group shows the lowest percentage. This class may be termed literate but in a state where they might easily lapse into illiteracy or semi-illiteracy. When we come to the proportion attending school sufficiently long to have done high school work or more we find the greatest progress in the immediately preceding decade. The rural population shows that one-third have attended long enough to have some high school education while the urban could have two-thirds so educated. This means that secondary education is no longer confined to a select population. Taking the 60-year-olds we see that less than 23 p.c. of the rural population attended school 9 years or more while of the 80-year-olds only 15 p.c. attended this long. Just how much of the lengthening out of school life among the younger population is due to the depression is hard to measure, but from an educational point of view we are living in a new world.

PART I

ILLITERACY

CHAPTER I

STATEMENTS ON LITERACY AND ILLITERACY IN CANADA

Introduction.—The term *illiteracy* is usually employed in statements of the educational status of a country, *i.e.*, the negative term is used instead of the positive. It may be useful to point out that this practice leads to concepts that are far from adequate. As will be developed later, illiteracy is not merely the negative of literacy. In this sense, its measure is less important than it is as a symptom of the presence of a number of anti-social forces, of physical or geographical obstacles, of historical events such as dates of settlement, of the racial or nativity composition of the population, of the age distribution (the connection of which with illiteracy in turn is historical) and so on. As a mere picture of the actual educational status it is not nearly as interesting as the positive term, *literacy*. The literacy of the people is, of course, very difficult to describe. However, the census data furnish one simple concept, the number who can read or who think that they can read. In 1931 this number was 8,634,694 in a population of 10,377,000. In 1921 it was 7,015,666 in a population of 8,788,000. The population increased 1,589,000 or about 18 p.c.; the persons able to read increased 1,619,000 or about 23 p.c. Of the population 10 years of age and over 95 out of 100 in 1921 and 96 in 1931 could read. In 1891 only about 85 out of 100 over the age of 10 could read.

An idea of what literacy as reported in the census means is given by the fact that the portion of the population which showed the greatest percentage able to read in 1931 was that between the ages of 10 and 14, where nearly 99 per 100 could read. This fact indicates that the standard of literacy thus measured is not very high. "Able to read" in the census means merely that the person has come within the influence of education. This crossing of a barrier, however, is something.

The literacy attainments of the 96 p.c. who can read are not traceable from census data except very indirectly and indistinctly. However, from school attendance (census) figures by ages and months at school, it is possible to estimate fairly closely how long the person stays at school, and from data on ages and grades, obtained directly from teachers, it is possible to estimate the correlation between time at school and grade attained on leaving school. From such data it is estimated that 4 p.c. leave school before they have mastered their three R's; 60 p.c. reach high school entrance; 45 p.c. spend at least one year on high school work; nearly 20 p.c. finish high school; 12 p.c. go beyond high school, and 3 p.c. graduate from university. The improvement in literacy in the ten years between 1921 and 1931 was not so much in crossing the barrier above-mentioned as in raising those who do cross to higher grades. The decade was conspicuous as one of educational enthusiasm—one might call it educational inflation. The desire to spread high school education among all ranks of the population probably over-stepped the mark in attempting to spread it among all ranks of intellectual capacity as well as social ranks. This, of course, is a weakness common to all enthusiasms.

It is clear that the 4 p.c. (illiterate) is too small a figure to have much significance as an index of the educational status of the population. In a crowd of 100 persons 4 illiterates would carry little weight and probably would not be very conscious of any lack in their educational equipment. They would hear as much of what was going on in the world as they could obtain, in any case, by reading. In 1891, when there were 15 in such a crowd, it meant something. However, this is only on condition that 4 and only 4 could be found in every crowd of 100 and that, except for their illiteracy, they were the same kind as the rest. The chances of this were probably greater in 1891 than now and still more so when nearly half the population was illiterate. Then, some very intelligent and enterprising persons were unable to read, the only reason being that they never had had the opportunity of going to school. To-day, in a crowd of 100 persons over 85 years of age, we would probably find 16 illiterate persons. There is nothing remarkable in this, since these persons were of school age before 1856 when, in Canada at least, there were very few years of school advantages. Of the 309,400 persons in the 1931 Census who were unable to read,

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over 42,000 or nearly one-seventh, were past school age at the date of Confederation. There is very little significance in the fact that they were illiterate. They were probably the same type of persons as those who could read, except that due to conditions of settlement they had had no opportunity of going to school. It is a different matter to know that there were 20,645 persons at ages 20-24 who could not read. These are past school age now but were still within school age in 1921 when the country was well settled and school facilities sufficient—at least in Canada. These must be a different type from the rest of the population. The interesting thing about them is not that they *are* illiterate but *why*. It is still more surprising that over 6,000 of them were living in urban centres and did not belong to any single province. Clearly their place of residence had nothing to do with their illiteracy. Except in the case of immigrants, these persons were living in Canada at ages 10-14 in 1921. In that year (1921) about 103,000 at ages 10-14 years were not at school for any period, of whom many, of course, were out of school because they had finished their education but it can be shown that of these 103,000 as many persons had never been to school as would equal the 20,000 illiterates ten years later. Now, the question is changed to "why were these persons never at school?" If they had gone to school, their illiteracy could be connected with their mentality but, as it was, the explanation is rendered very difficult. It will be shown later that there is no single explanation. It is probably in line with the experience in measuring any other attribute that is being gradually eliminated. At one time, so much of illiteracy was explained by the fact that there were no opportunities for school attendance that this explanation seemed to cover the whole ground. As the attribute grows smaller and smaller the few major causes are eliminated, leaving hundreds of minor causes that were not visible while the big ones were present. Ten years ago the biggest cause was race. This still holds but it is not nearly so large as then and we still have illiteracy. Another big cause that remains is age, *i.e.*, the fact that there are still living, persons who were of school age when the country was undeveloped, but we have just seen that 20,000 persons were illiterate and had never been at school at an age and time when it seemed impossible to escape going to school. At 15-19, when practically every person is still of school age and has been long enough at school to learn to read, there were 16,253 unable to read in 1931 and of these, 12,010 were at ages 10-14. It is difficult to imagine the existence of such numbers as these at the present date. Who are they? Why are they illiterate?

Distribution of Illiteracy.—To recapitulate the statement just made of illiteracy in Canada, 3·79 p.c. of the population 10 years of age and over could not read, *i.e.*, roughly 4 persons out of every 100. This, of course, pools all persons regardless of age, sex, race or geographical position. The question arises as to which of two supposed conditions would be the more desirable: (1) that these 4 were found in every group of 100 persons (10 years and over) throughout Canada or (2) that they be segregated so that most such groups would have no illiterates, while a few groups would have a large number. If we regard illiteracy as an evil which it is desirable to eradicate, the answer to the question depends upon whether it is easier to eliminate a given quantity (in this case 309,396 persons) when it is widespread or when it is segregated. In so far as illiteracy is caused by want of opportunity, clearly the best condition of elimination is that a few illiterate persons be scattered among a large number of literate persons for, under such a condition, example or imitation would bring about elimination; but "want of opportunity" under such a condition is self-contradictory. In so far as a few illiterates exist among a large number of literates under exactly the same conditions it is absurd to speak of lack of opportunity as the cause. There must be segregation if we are to admit the idea of "want of opportunity". Concepts of segregation have already been mentioned, *e.g.*, age, race, geographical distribution and sex (both age and race involving the idea of want of opportunity in the past rather than in the present). If, then, the illiterates were widespread and supposed, clearly it would be impossible to eradicate them by furnishing them with opportunity. Where they are thus widespread in small numbers there must be bed-rock of anti-social forces which is very difficult to remove. Where they are segregated—geographically or otherwise—the problem of elimination seems capable of solution.

SEGREGATION OF ILLITERACY

This, then, leads to the question of whether the 309,396 illiterates of Canada are segregated, and if so to what extent. It is necessary to answer this question in any case before bringing up such matters as provincial comparisons.

To illustrate cases of segregation, out of the 309,396 illiterates in Canada 36,533 were Indians and Eskimos. This is probably the best example of segregation. This inclusion of Indians affects provincial rates of illiteracy very markedly and probably makes comparison unfair. Indian education is a Dominion problem, not a Provincial. The Indians whose illiteracy is thus given are situated on reserves, consequently very definitely segregated. According to a measure of segregation, the Indians in Canada are more segregated than any other race except the Hebrews. The difference to provincial comparison caused by excluding and including Indians is shown in Table 1. A further analysis of provincial comparison will be made later in its proper place.

The differences in the percentage of illiteracy arising from the exclusion of the Indians for the various provinces are as follows:—

	p.c.
CANADA	0·39
Prince Edward Island	0·07
Nova Scotia	0·09
New Brunswick	0·07
Quebec	0·10
Ontario	0·19
Manitoba	0·58
Saskatchewan	0·67
Alberta	0·82
British Columbia	1·39
Yukon	19·41
Northwest Territories	15·11

To come back to the main question of segregation, clearly it is an important matter which should be exhaustively treated. As already indicated there are several forms of segregation varying in importance in their bearing upon the connection between segregation and elimination. The most important form on *a priori* grounds would seem to be geographical segregation. If we segregate illiteracy geographically we can attack it *en masse*. In this connection a map is here given showing the segregation of illiteracy by the counties or census divisions of Canada. In this map illiteracy rates are shown under nine classes as follows:—

> Less than 0·75 p.c. occurring in 1 county;
> 0·75– 1·5 p.c. occurring in 24 counties;
> 1·5 – 3·0 p.c. occurring in 53 counties;
> 3·0 – 4·5 p.c. occurring in 34 counties;
> 4·5 – 6·0 p.c. occurring in 35 counties;
> 6·0 – 7·5 p.c. occurring in 29 counties;
> 7·5 – 9·0 p.c. occurring in 15 counties;
> 9·0 –12·0 p.c. occurring in 14 counties;
> 12·0 p.c. and over occurring in 17 counties.

Now a county or census division is too large an area for purposes of a scientific measurement of segregation, since a large area like this is apt to have several degrees of segregation which are concealed when aggregated. Clearly the municipality would be a better unit both because of its smaller size and because it is a legal unit responsible to a certain extent for its own educational facilities. However, the county is the only unit for which we have data (except individual cities and towns) and although not a very good unit it will give a fair idea of the extent of the segregation.

Geographical Distribution and Segregation.—The following chart shows the number of counties having 1, 2, 3, ... p.c. illiteracy respectively. This gives a picture of the frequency of different degrees of illiteracy which the map cannot furnish. Looking at this picture it strikes the eye that there is not much geographical segregation until we reach a percentage higher than 8. Above this percentage there are 37 scattered counties or census divisions (the Yukon and Northwest Territories being regarded as census divisions) which clearly stand apart from the main body. These 37 counties have 7·8 p.c. of the population of Canada and 81,977 or 26·5 p.c. of the 309,396 illiterates. If these counties had the same rate as the whole of Canada (3·79 p.c.) they would have 24,155 illiterates so that the remainder of the 81,977 or 57,822 may be considered definitely segregated. If this segregation were deducted from the 309,396 illiterates, Canada as a whole would have 3·08 p.c. instead of 3·79 p.c.

MAP I

LEGEND

LESS THAN .75%
ILLITERATE _____
.75 — 1.5 _____
1.5 — 3.0 _____
3.0 — 4.5 _____
4.5 — 6.0 _____
6.0 — 7.5 _____
7.5 — 9.0 _____
9.0 — 12 _____
12 AND OVER _____

DISTRIBUTION OF THE 309,396
ILLITERATE POPULATION
10 YEARS OF AGE AND OVER AMONG THE
222 COUNTIES OR CENSUS DIVISIONS OF
CANADA, 1931

Chart 1

FREQUENCY OF ILLITERACY RATES
IN
222 COUNTIES AND CENSUS DIVISIONS
OF
CANADA
1931

PER CENT ILLITERACY
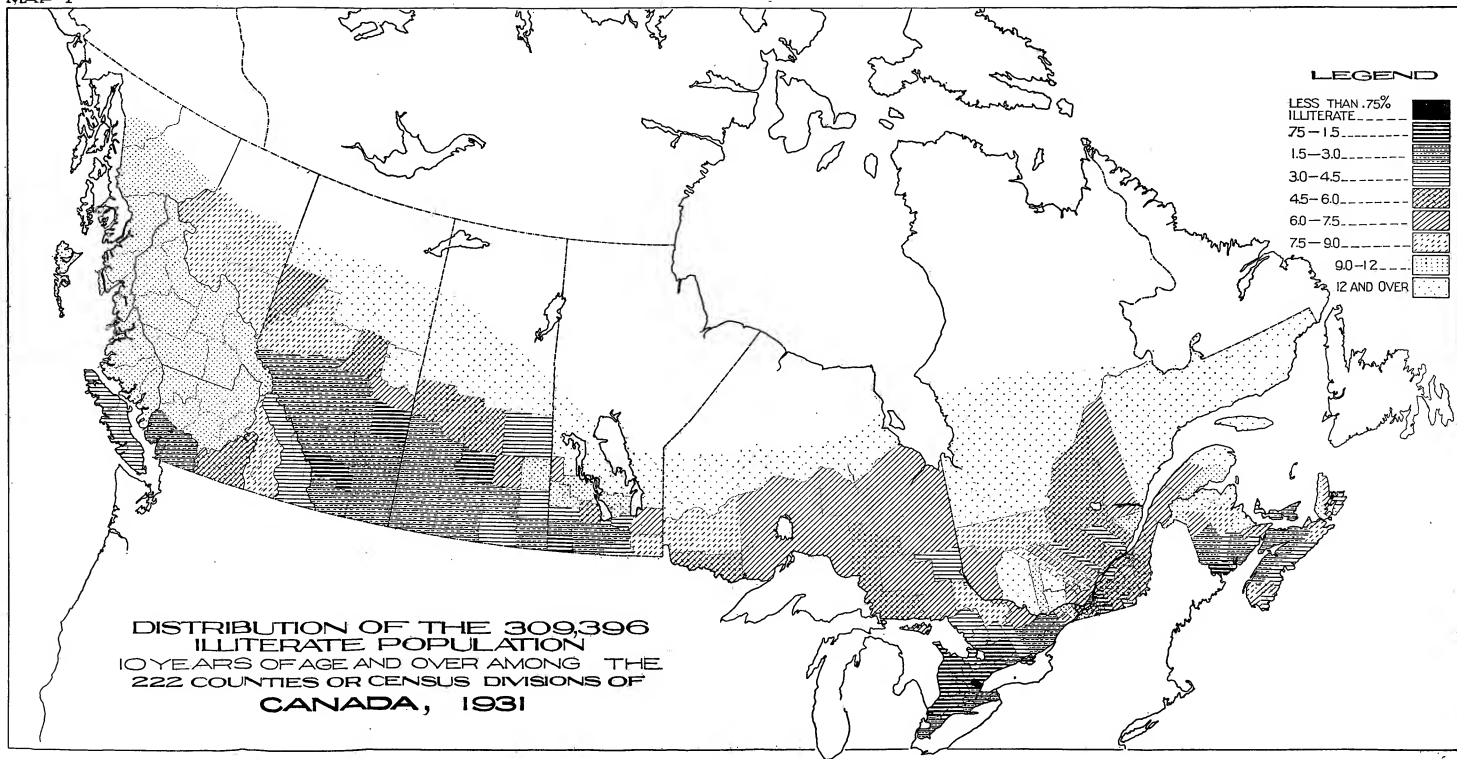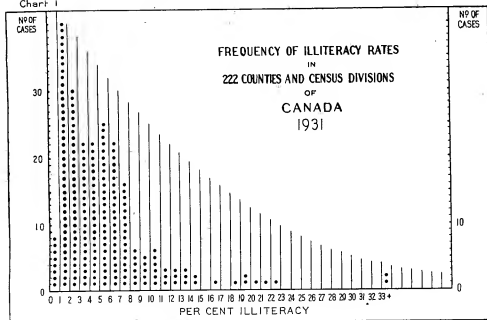
With the exception of the 37 places clearly indicated on Chart 1 and mentioned as containing 81,977 of the illiterates, it is apparent that there is not much geographical segregation of illiteracy in Canada. Of course, as mentioned, the county is too large a unit. Illiteracy may be segregated within the county. An example of such segregation is Indian reserves. Still, apart from Indian reserves, it is doubtful that such internal segregation exists. It is probable that the chart presents a true picture. Up to the limit of 8 p.c., illiteracy in Canada is widespread. The number of counties with less than 1 p.c. illiteracy is far too few, and those between 1 and 8 p.c. are far too

Chart 2

GEOGRAPHICAL SEGREGATION
OF
ILLITERACY FOR CANADA
(as a whole)
1931

Canada Average 3.79

NUMBER OF COUNTIES
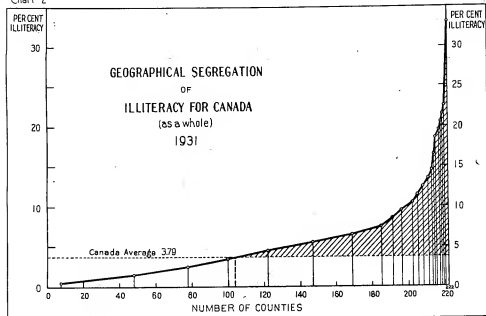
many to justify any hope that geographically, illiteracy is so segregated that it can easily be eliminated. In other words, 227,400 illiterates are spread fairly evenly over 185 counties and the 4 p.c. illiteracy of Canada cannot be said to give an exaggerated idea of the extent of the country's illiteracy.

A still clearer picture is furnished by Chart 2 on the base of which is marked off the number of counties in Canada and percentages illiterate are marked off vertically. If all the counties had 4 p.c. the picture would be in a rectangle 222 long and 4 high. The actual picture is like a topographical cross-section sloping gently upwards most of the way and then rising sharply in a peak. With the exception of this sharp rise (already pointed out in the case of the 37 places) the gradualness of the slope is remarkable. The number of counties with the average illiteracy or more is unexpectedly large.

Since it has been seen that geographical segregation of illiteracy has not proceeded to any great extent, it remains to ascertain whether there are other forms of segregation. Three such forms immediately suggest themselves, viz., age, racial and rural. If illiterates tend to be confined to older ages it is clear that they are segregated to time. Furthermore, their elimination is certain through no other agency than time. It cannot be hastened and it cannot be stopped.

Age Segregation.—The extent to which illiteracy is segregated by age is shown in Chart 3.* This chart shows a high degree of segregation. Percentages higher than the average (3·73) are confined to 36 p.c. of the population, viz., those over 40 years of age. The number of illiterates accounted for by this 36 p.c. was 186,377 out of the 304,513. If this segregated part had the same percentage illiterate as the rest, it would have 110,167, so that the difference, viz., 76,210, may be considered segregated illiteracy inevitably removable by time. The schools can do nothing for this segregation; time alone will bring about the elimination.

Chart 3
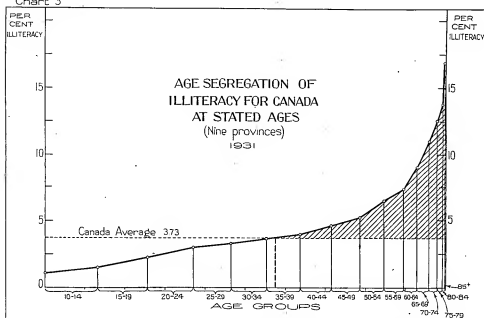
It should be clearly seen that there is a great difference between the extent of segregation shown in Chart 3 (the age segregation) and that shown in Chart 2 (the geographical). In the geographical chart, very little segregation was shown—the average or over decile being as many as 126 out of the 222 counties; in the age chart the average or over was shown in only 36 out of 100 divisions of the population separated by age.

I.—NUMBER¹ AND PERCENTAGE ILLITERATE OF THE POPULATION 10 YEARS OF AGE AND OVER, BY QUINQUENNIAL AGE GROUPS, CANADA,² 1931

Age Group	Population 10 Years and over		Illiterates 10 Years and over	
	No.	P.C.	No.	P.C.
All ages¹	8,155,391	100·0	304,053	3·73
100 and over	163	³	80	49·08
95-99	1,072	0·01	296	27·61
90-94	4,928	0·06	941	19·09
85-89	19,120	0·23	2,949	15·42
80-84	49,120	0·60	6,739	13·72
75-79	98,559	1·21	12,304	12·48
70-74	171,434	2·10	18,845	10·99
65-69	230,553	2·83	20,786	9·00
60-64	294,057	3·61	21,566	7·33
55-59	366,468	4·49	23,769	6·49
50-54	487,994	5·98	25,380	5·20
45-49	584,469	7·17	26,904	4·62
40-44	645,270	7·91	25,728	3·99
35-39	687,594	8·43	24,708	3·61
30-34	707,825	8·68	22,858	3·23
25-29	785,294	9·63	23,102	2·95
20-24	910,121	11·16	20,183	2·22
15-19	1,038,363	12·73	15,503	1·50
10-14	1,072,647	13·15	11,112	1·04

¹Stated ages only.   ²Nine provinces only.   ³Less than one one-hundredth of one per cent.

Racial Segregation.—It is necessary first to decide whether racial segregation of illiteracy is segregation at all, or any more segregation than exists in any chance group of people. The only justification for accepting such a concept as racial segregation of illiteracy would be that the races held themselves apart and were responsible for their own illiteracy and that some means could be used or some process set at work which would eliminate *en masse* this form of illiteracy. If the races mingled freely then we could not accept the theory concept of racial segregation, for in this case the individual of one race would be in the same position as that of another. As a matter of fact, races do keep themselves segregated even in the case of the Canadian born, while there is a distinct segregation in the case of the foreign born by the mere accident of country of birth. Consequently it will be necessary to chart the racial segregation of illiteracy in the same way as the geographical and age. Chart 4 needs no introductory explanation as it is on exactly the same principle as Chart 3. The races are severally represented as percentages of the population so that the total population shown horizontally is 100 p.c.

II.—NUMBER AND PERCENTAGE ILLITERATE OF THE POPULATION 10 YEARS OF AGE AND OVER, BY RACIAL ORIGIN, IN DESCENDING ORDER OF ILLITERACY RATE, CANADA¹, 1931

Racial Origin	Population 10 Years and over		Illiterates 10 Years and over	
	No.	P.C.	No.	P. C. of Race
All races	8,159,059²	100·00	304,513⁴	3·73
Indian and Eskimo	84,306	1·03	31,710	37·61
Chinese	43,839	0·54	7,627	17·40
Ukrainian	168,345	2·06	23,463	13·94
Other Asiatic	10,961	0·13	1,450	13·23
Russian	64,880	0·80	8,528	13·14
Roumanian	21,290	0·26	2,688	12·63
Finnish	112,282	1·38	13,193	11·75
Japanese	16,502	0·20	1,949	11·20
Austrian	37,422	0·26	3,929	10·50
Yugoslavic	13,384	0·16	1,403	10·48
Italian	71,953	0·88	6,580	9·14
Hungarian	31,879	0·39	2,823	8·86
Czech and Slovak	24,719	0·30	2,098	8·49
Various	540	0·01	45	8·33
Negro	15,112	0·19	1,229	8·13
Other European	19,124	0·23	1,449	7·58
French	38,107	0·47	2,517	6·61
French	2,157,760	26·45	133,300	6·18
Unspecified	6,041	0·07	300	4·97
Hebrew	130,218	1·60	4,955	3·81
English	21,496	0·26	731	3·40
German	368,179	4·51	9,464	2·57
Dutch	115,401	1·41	2,402	2·02
Swedish	66,114	0·81	815	1·23
Danish	27,371	0·34	317	1·16
Norwegian	74,095	0·91	814	1·10
Icelandic	15,503	0·19	172	1·10
Irish	1,006,234	13·02	10,825	1·08
English	2,239,212	27·44	18,515	0·83
Scottish	1,105,970	13·56	9,182	0·83
Other British	50,720	0·62	209	0·41

¹Nine provinces only.   ²Includes 3,068 of unstated age.   ³Includes 460 of unstated age.   ⁴Includes 7 of unstated racial origin.

Chart 4

RACIAL SEGREGATION
OF
ILLITERACY FOR CANADA
1931
(Nine provinces)

CANADA AVERAGE 3.73

OTHER BRITISH, SCOTTISH AND ENGLISH | IRISH AND SCANDINAVIAN | DUTCH, GERMAN, BELGIAN HEBREWS, FRENCH AND FINNISH | SLAVS, LATINS AND COLOURED
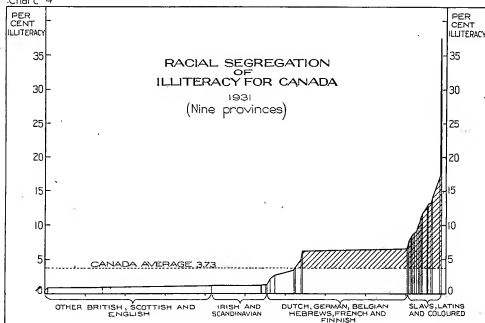
The racial segregation is slightly less than the age, *i.e.*, percentages greater than the average (3·73) are confined to 38 p.c. of the population whereas in the age it was confined to 36 p.c. This 38 p.c. accounted for 251,143 of the total illiterates which, excluding the Yukon and North-west Territories, were 304,513, *i.e.*, accounted for about 82 p.c. of the illiterates of the nine provinces. If we give this 38 p.c. the same illiteracy as the average of Canada (3·73) it would have 114,462, so that over 136,000 (the area represented by the shaded portion of the chart) illiterates may be said to be accounted for by racial segregation, a much larger number than that by geographical or age. Of course it must be remembered that the geographical, age and racial figures are not mutually exclusive. Further on, an attempt will be made to separate them.

Chart 4 has many interesting points. There are four definite steps in racial segregation: (1) the "other" British, Scottish and English; (2) the Irish, Scandinavians, Dutch, Germans, Belgians, Hebrews and unspecified; (3) the French and Finnish, and (4) the Slavs, Latins and Coloured. This is clearly shown in Statement II, immediately preceding the chart.

Now, is the racial segregation being attacked in the same way as the geographical or of yielding to time in the same way as the age, or is there any steady process of elimination? Decidedly so. The eliminating factor in this case is Canadian or British birth. Especially under immigration restrictions, the proportion Canadian- (or British-) born of the various races increases very rapidly. The actual progress of elimination will be shown in Chapter III.

In the racial segregation chart is noticeable a certain plateau, *viz.*, that of the French and Finnish. It is only fair to point out that concealed by this plateau are other forms of segregation, one of them particularly heavy, *viz.*, age. While the percentage illiterate among the French race 10 years of age and over is a little over 6, this percentage is really not representative if a large proportion of the illiterates are confined to older ages, since time will inevitably remove these illiterates without any further effort on the part of schools. To emphasize this point Chart 5 below shows the segregation by age in the province of Quebec, the data of which province come sufficiently near to representing the whole of the French race.

III.—NUMBER AND PERCENTAGE¹ ILLITERATE OF THE POPULATION 10 YEARS OF AGE AND OVER, BY QUINQUENNIAL AGE GROUPS, QUEBEC, 1931

Age Group	Population 10 Years and over		Illiterates 10 Years and over	
	No.	P.C.	No.	P.C. of Age Group
All ages...	2,166,867	100·00	103,103	4·76
100 and over......................................	22	²	10	45·45
95-99...	237	0·01	88	37·13
90-94...	1,168	0·05	360	30·82
85-89...	4,587	0·21	1,213	26·44
80-84...	12,713	0·59	3,154	24·81
75-79...	24,415	1·13	5,569	22·81
70-74...	40,383	1·86	7,970	19·75
65-69...	54,703	2·53	8,435	15·42
60-64...	69,300	3·20	8,541	12·32
55-59...	80,975	4·01	8,889	10·22
50-54...	110,620	5·11	8,480	7·67
45-49...	131,636	6·07	8,282	6·29
40-44...	152,687	7·05	7,535	4·93
35-39...	174,068	8·03	6,759	3·88
30-34...	194,178	8·96	6,221	3·20
25-29...	226,422	10·45	6,147	2·71
20-24...	267,116	12·33	6,172	2·31
15-19...	299,858	13·84	5,593	1·87
10-14...	315,809	14·57	3,685	1·17

¹Percentages based on stated ages only.
²Less than one one-hundredth of one per cent.

Chart 5

AGE SEGREGATION
OF
ILLITERACY IN THE PROVINCE
OF QUEBEC
1931

(Which is taken as typical of the distribution of
the French race in Canada)

QUEBEC AVERAGE 4·76
CANADA AVERAGE 3·78

PER CENT ILLITERACY

AGE GROUPS: 10-14 15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 60-64 / 70-74 75-79 / 65-69 / 85+ 80-84
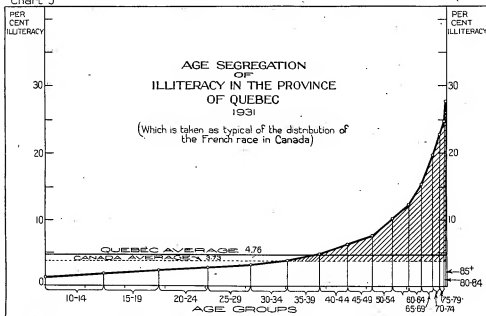
It is seen in this chart that the illiteracy of Quebec is raised above the average of the nine provinces solely by persons over 35 years of age and above its own average by persons over 40; also, that there is a very heavy segregation towards the older ages; e.g., out of the 103,103 illiterate persons over 10 years of age, 75,285 were over 35 years of age and 68,526 were over 40 years of age, i.e., about 66 p.c. of the illiterates were over 40, while less than 32 p.e. of the population 10 years of age and over was over 10 years of age. If we give this 32 p.e. the average illiteracy of Canada at all ages 10 years and over, it would have 25,715 illiterates, so that the difference of 42,811 is segregated over the ages of 40 years and removable by a short lapse of time without any effort on the part of schools. Meanwhile, of course, the schools will be at work reducing the illiteracy of the rest.

47652—3

To go back to the plateau on Chart 4, it is now clear that there is a very considerable segregation concealed. Similarly with the other races, there are age, geographical, and particularly foreign-birth forms of segregation concealed in the racial picture.

Rural Segregation.—Rural segregation cannot be illustrated as easily as the other forms because there are only two things to compare, i.e., rural and urban, and because the dividing line between rural and urban is very indefinite in so far as the bearing upon illiteracy is concerned. Rural areas contain a great variety of illiteracy rates, a large proportion of which are geographical rather than rural as such. However, we cannot avoid distinguishing between urban and rural illiteracy and the inference that the rural represents lack of opportunity. The percentage illiterate (10 years and over) in rural parts of Canada as a whole (Yukon and Northwest Territories included) was 5·58 and in urban 2·33. The rural population 10 years of age and over was 3,664,696 or about 45 p.c. of the total population 10 years and over and the number of rural illiterates at these ages was 204,471, leaving about 105,000 urban illiterates. With the same percentage illiteracy as the average of Canada the rural parts would have 138,892 so that 65,579 illiterates might be considered as rural segregation in 45 p.c. of the population. However, this idea of segregation is rather far fetched. It is only mentioned here for purposes of analogy with the other cases of segregation illustrated.

MEASUREMENT OF THE MAJOR INFLUENCES CONTRIBUTING TO ILLITERACY IN CANADA

In discussing segregation of illiteracy four major influences were mentioned, one of which could hardly be considered a case of segregation. These were: (1) geographical; (2) age; (3) race; (4) rural residence. To these may now be added sex for the sole reason that males happen to have a higher percentage illiterate than females. It may be mentioned here in anticipation of what follows that this sex influence will turn out to be almost illusory, being merely a resultant of the accident of distribution among the other influences. Now is it possible to measure the relative weights of these influences? Clearly we must abandon the first (geographical) for the reason already given, viz., that the county is too large a division. An attempt will now be made to measure the other four.

Tables 3 and 4 are intended to give a complete picture of these influences. Table 3 gives illiteracy in percentages, by age, sex, rural and urban and provinces. Table 4 gives the racial, in addition to the age, sex, rural and urban picture, distinguishing, however, only between British and other races, and the ages 10-14 and older ages. A justification for this distinction of race has already been demonstrated in Chart 4, but the main reason for it here is to pair off each influence with its opposite.

To take first Table 4, where the comparison is in pairs, it is seen (in the Canada total) that the urban females of the British races at the ages 10-14 years have 0·19 p.c. illiterate. This we may consider for the time being as an irreducible minimum. The influences responsible for this figure may be regarded as legion and individually unimportant, e.g., 19 per 10,000 or 1 in 526 is probably smaller than the proportion of feeble-minded in the country, to say nothing of accidents of all sorts preventing school attendance. In direct contrast to this we have the rural males of other races at older ages with 11·63 p.c. illiterate. Here we have a combination of major causes—rural residence, sex, race and age, making 11·63 p.c., sixty-one times as large as 0·19. Can we measure the separate contribution of each of the four major causes to this 61? The principle upon which such a measurement is based, is as follows: if we consider separately (1) British and other races; (2) age 10-14 and all older ages; (3) rural and urban, and (4) males and females, and take the percentage illiterate of each pair under a variety of conditions—ideally, under all possible conditions but, actually, a very large variety will do—the unweighted average illiteracy of each of the pairs should furnish a fair comparison. The unweighted average is used so as to give no one condition any advantage over the other.

In Tables 3 and 4 such conditions are represented. In Table 3, the percentages illiterate of the males and females, rural and urban, are shown for every quinquennial age group in the nine provinces, i.e., the males and females are compared under 318 conditions; similarly, rural and urban. In Table 4, the British race is compared with other races and the age group 10-14 is compared

with older ages for rural and urban in the nine provinces, *i.e.*, under 72 different conditions. These two tables, as they are, furnish material for comparison even without further analysis.

To carry the analysis further, however, the various conditions are differentiated quantitatively. In other words instead of adding up the percentages British and other races, rural and urban, male and female and by provinces, we arrange the percentage illiterate of the other races corresponding to the percentage illiterate of the British in group intervals according as the percentage illiterate of the other races is less than 1, 2, 3 p.c. and so on. This shows what relationship exists at different stages and suggests what kind of average figure should be used in the comparison. For smooth results cumulative intervals are used instead of individual. In the four following statements a comparison is made between: (1) all other races with British; (2) older ages with age 10-14; (3) rural with urban, and (4) males with females.

IV.—ILLITERACY OF OTHER RACES COMPARED WITH THAT OF BRITISH RACES UNDER 72 DIFFERENT CONDITIONS, ASSUMING A SAMPLE OF 100 PERSONS BEING TAKEN FROM EACH CONDITION, CANADA, 1931

P.C. Illiterate	Number of Conditions	Number Illiterate			
		Aggregate		Average	
		Other Races	British Races	Other Races	British Races
Under 1	16	7·61	3·84	0·48	0·24
" 2	22	16·35	7·37	0·74	0·34
" 3	39	35·55	12·43	1·18	0·41
" 4	33	45·97	15·50	1·39	0·47
" 5	34	50·89	16·65	1·50	0·49
" 6	42	95·01	23·62	2·26	0·56
" 7	46	121·59	27·07	2·64	0·59
" 8	52	165·69	32·66	3·19	0·63
" 9	58	215·85	38·37	3·72	0·66
" 10	59	225·42	39·54	3·82	0·67
" 11	61	246·06	44·24	4·03	0·73
" 12	64	280·72	47·69	4·39	0·75
" 13	66	305·39	53·68	4·63	0·81
" 14	67	319·97	57·87	4·78	0·86
" 16	68	335·76	58·43	4·94	0·86
" 17	70	368·56	60·56	5·27	0·87
23 plus	72	420·90	64·76	5·85	0·90

V.—ILLITERACY OF OLDER AGES COMPARED WITH THAT OF AGES 10-14 UNDER 72 DIFFERENT CONDITIONS, ASSUMING A SAMPLE OF 100 PERSONS BEING TAKEN FROM EACH CONDITION, CANADA, 1931

P.C. Illiterate	Number of Conditions	Number Illiterate			
		Aggregate		Average	
		Older Ages	10-14 Years	Older Ages	10-14 Years
Under 1	22	10·75	5·37	0·49	0·24
" 2	27	18·40	7·87	0·68	0·29
" 3	32	29·97	11·11	0·94	0·35
" 4	35	40·30	14·40	1·15	0·41
" 5	36	44·49	15·81	1·24	0·44
" 6	45	94·15	23·87	2·09	0·53
" 7	49	120·73	25·85	2·46	0·53
" 8	53	150·15	29·05	2·83	0·57
" 9	58	192·13	36·54	3·31	0·63
" 10	59	201·70	37·64	3·42	0·64
" 11	61	222·34	43·41	3·64	0·71
" 13	64	257·00	50·08	4·02	0·78
" 14	66	281·67	54·16	4·27	0·82
" 15	67	296·25	58·00	4·42	0·87
" 16	68	312·04	60·70	4·59	0·89
" 17	70	344·84	73·80	4·93	1·06
23 plus	72	397·18	88·48	5·52	1·23

VI.—ILLITERACY OF RURAL COMPARED WITH THAT OF URBAN UNDER 317 DIFFERENT CONDITIONS, ASSUMING A SAMPLE OF 100 PERSONS BEING TAKEN FROM EACH CONDITION, CANADA, 1931

P.C. Illiterate	Number of Conditions	Number Illiterate			
		Aggregate		Average	
		Rural	Urban	Rural	Urban
Under 1	4	3·09	1·88	0·77	0·47
" 2	29	41·84	18·24	1·44	0·63
" 3	53	102·02	51·89	1·92	0·98
" 4	79	192·44	98·70	2·44	1·25
" 5	104	303·10	159·33	2·93	1·53
" 6	124	416·27	218·13	3·36	1·76
" 7	138	507·29	265·59	3·68	1·92
" 8	157	648·40	325·35	4·13	2·07
" 9	176	809·36	424·87	4·60	2·41
" 10	186	904·15	471·39	4·86	2·53
" 11	198	1,029·14	509·76	5·20	2·57
" 12	208	1,144·80	557·11	5·50	2·68
" 13	213	1,207·18	581·19	5·67	2·73
" 14	217	1,261·02	601·12	5·81	2·77
" 15	223	1,340·53	627·24	6·04	2·81
" 16	233	1,502·58	740·43	6·45	3·18
" 17	240	1,618·08	780·50	6·74	3·25
" 18	245	1,706·18	803·75	6·96	3·28
" 19	254	1,873·29	863·42	7·38	3·40
" 20	257	1,931·89	885·28	7·53	3·44
" 21	262	2,033·96	933·69	7·76	3·56
" 22	271	2,227·45	995·78	8·22	3·67
" 23	275	2,317·07	1,024·26	8·43	3·72
23 plus	317	3,808·38	1,640·51	12·01	5·18

VII.—ILLITERACY OF MALES COMPARED WITH THAT OF FEMALES UNDER 318 DIFFERENT CONDITIONS, ASSUMING A SAMPLE OF 100 PERSONS BEING TAKEN FROM EACH CONDITION, CANADA, 1931

P.C. Illiterate	Number of Conditions	Number Illiterate			
		Aggregate		Average	
		Males	Females	Males	Females
Under 1	19	9·78	12·23	0·51	0·64
" 2	44	48·02	46·01	1·09	1·05
" 3	92	166·57	142·59	1·81	1·55
" 4	122	270·73	228·88	2·22	1·88
" 5	154	413·69	388·78	2·69	2·52
" 6	177	538·86	509·04	3·04	2·88
" 7	191	628·66	594·94	3·29	3·11
" 8	209	730·42	707·83	3·49	3·43
" 9	223	884·13	849·83	3·96	3·81
" 10	227	922·34	885·75	4·06	3·90
" 11	238	1,037·10	995·41	4·36	4·20
" 12	249	1,128·54	1,086·78	4·59	4·42
" 13	251	1,191·22	1,163·97	4·75	4·64
" 14	255	1,246·11	1,199·15	4·89	4·70
" 15	260	1,317·30	1,275·41	5·07	4·91
" 16	264	1,379·78	1,348·34	5·23	5·11
" 17	268	1,445·42	1,403·75	5·39	5·24
" 18	274	1,550·46	1,518·11	5·66	5·54
" 19	278	1,624·70	1,595·65	5·84	5·74
" 20	281	1,683·39	1,661·55	5·99	5·91
" 21	284	1,744·90	1,706·34	6·14	6·01
" 22	288	1,830·47	1,799·37	6·36	6·25
" 23	290	1,875·04	1,829·18	6·47	6·31
23 plus	318	2,837·49	2,765·93	8·92	8·70

The next step is to arrive at a fair average figure comparing each set. Obviously the same kind of average will not apply to all alike and each of the four results must be treated separately.

Male and Female.—This set is taken first because of its simple behaviour. It will be seen that no bias exists in the difference between male and female as we pass from lower to higher percentage illiterate males. Throughout the range there is almost a constant difference of about 0·16 p.c. Since we have to work with ratios, this would mean that the ratio would change very drastically according as the percentage of the males was high or low. Since, however, the difference is very small it seems safe to take the ratio as that of the straight average, so that male illiteracy equals 1·03 times female illiteracy. In other words, there is practically no difference in illiteracy between males and females. The reason why males are slightly more illiterate than females in the total population is because of the distribution of males under more unfavourable circumstances than those of the females—more rural, more other races than British, and so on. This disposes fairly conclusively of one important aspect of illiteracy.

Rural and Urban.—In comparing the illiteracy of rural and urban it is remarkable that there is almost a constant ratio between them. Where the illiteracy of rural is low, that of urban is low; where the one is high the other is high; the correlation is almost perfect. This is not altogether because of the particular set of conditions taken—age for age, etc.; it seems to apply quite generally. It is difficult to understand the reason or reasons. If the rural parts of a certain community are more illiterate than the rural parts of another, why should the urban parts generally follow suit? A plausible reason is that persons of the same type live in or pass back and forth in both rural and urban parts. The ratio of rural to urban illiteracy would seem to be safely put at 2·08, i.e., rural is 2·08 times as illiterate as urban, other conditions being constant.

Older Ages and Ages 10-14.—The age group 10-14 is taken in comparison with all other ages because this age shows the least illiteracy. It is, so to speak, the stage of perfection to which the advantages of our present school system have carried us. Of course, there is no reason why there should be *any* illiteracy at this age since the youngest member of it is old enough to have learned to read. In spite of this there is a wide variety of rates of illiteracy at this age under different conditions. Urban females in the aggregate of the nine provinces show 0·33 p.c. illiterate while rural males show 1·86 p.c. and in one province as much as 4·21 p.c. When the illiteracy at 10-14 is compared with that at older ages by the same means as used in the other comparisons it is found that the ratio is almost constant. The older ages are 5·09 times as illiterate as the ages 10-14.

British Races and Other Races.—The British races are taken as the standard because they show the lowest percentage illiteracy. It is rather remarkable, however, that although they are consistently less illiterate than the aggregate of other races, their illiteracy is higher where that of the other races is higher and lower where the latter is lower, and this is an almost constant ratio. In other words the urban British and the urban other races at the younger age are both low, but the British lower by a certain ratio than the other races. The rural British are higher than the urban British at the same age and the rural other races are more illiterate than the rural British by the same ratio as before and so on. This ratio is 5·65.

Chart 6

THE RELATIVE WEIGHTS OF SEX, RURAL RESIDENCE, AGE AND RACE IN ILLITERACY
(LOGARITHMIC SCALE)

CANADA
1931

12.0
11.0
10.0
9.0
8.0
7.5
7.0
6.5
6.0
5.5
5.0
4.5
4.0
3.5
3.0
2.5
2.0

RACE

1.5

1.0

AGE

.5
.4
.3
.2
.1

RURAL RESIDENCE

SEX

URBAN
BR.–BORN
FEMALES
10-14 YEARS
OF AGE
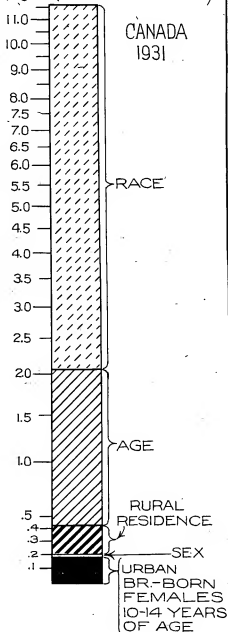
We have now established four ratios, viz., (in order of size) (1) other races to British, 5·65; (2) older ages to 10-14, 5·09; (3) rural to urban, 2·08, and (4) male to female, 1·03. When these ratios are multiplied they come to 61·61 and ought, if satisfactorily correct, to tell us the illiteracy of the rural male other races at older ages, if we know that of the urban female British at 10-14. The illiteracy of the latter in Canada is 0·19 p.c. Multiplying this by 61·61 it comes to 11·71. Now this is almost exactly the illiteracy of the rural male other races at older ages in Canada which is 11·63 p.c. so that these ratios seem to stand the test.

ILLITERACY BY PROVINCES

Common usage compares figures of illiteracy for provinces. Enough has already been said to indicate that this is an undesirable and unfair practice. The figures of illiteracy of any province do not reflect the educational status or system of that province. There would be some point in comparing the illiteracy for the same age, sex and race by provinces, but not the total unqualified percentages. The total percentage may mean that there are more older persons in one province than another, e.g., suppose we compare by provinces the illiteracy of males at ages 70-74; i.e., persons born before Confederation, and of males 10-14. This comparison is as follows:—

VIII.—NUMERICAL AND PERCENTAGE COMPARISON OF ILLITERACY OF MALES 70-74 YEARS OF AGE (BORN BEFORE CONFEDERATION) AND THOSE 10-14 YEARS OF AGE, CANADA AND PROVINCES, 1931

	Age Group						
	70-74			10-14			10 and over
Province	Total	Illiterate		Total	Illiterate		P.C. Illiterate
		No.	P.C.		No.	P.C.	
MALES							
CANADA	88,581	11,106	12·54	542,930	6,673	1·23	4·32
Prince Edward Island	1,250	103	8·24	4,790	34	0·71	3·09
Nova Scotia	5,677	616	10·85	28,602	396	1·38	4·92
New Brunswick	4,150	757	18·24	23,780	739	3·19	8·75
Quebec	20,218	5,044	24·95	158,149	2,120	1·34	6·21
Ontario	35,370	2,205	6·23	161,623	933	0·58	2·71
Manitoba	5,148	622	12·08	35,988	460	1·18	4·05
Saskatchewan	5,507	796	14·45	55,606	589	1·06	3·46
Alberta	4,555	464	10·10	40,458	430	1·06	3·05
British Columbia	6,539	467	7·14	30,180	463	1·53	4·18
Yukon	104	18	17·31	158	76	48·10	15·88
Northwest Territories	23	14	60·87	580	413	71·21	54·62

In examining this statement it is necessary to bear in mind that the school advantages of these two sets of persons cannot be comparable in any way. Further, it is unlikely that the persons over 70 in 1931 in the four western provinces and the Yukon were born in these provinces or living there when at school age. The percentage illiterate in a province, therefore, contains various ingredients like the one shown in these figures that have little or nothing to do with the educational achievement of the province.

Recalling what has already been said about segregation and the influences of race, age and rural and urban distribution, it will be self-evident that the different provinces are differently affected by these, to say nothing of the geographical distribution of the population, i.e., it is well known that some provinces have outlying parts recently settled and consequently without school facilities. It is clear that the province as a political unit controlling its education cannot be considered responsible for these influences. One outstanding case has already been mentioned, viz., that the provinces are not responsible for the education of the Indians on reserves.

It will be useful to see how the provinces compare, first, under actual conditions of distribution of the elements in the population which make up the major influences in illiteracy and, secondly, when these conditions of distribution are supposed to be uniform throughout the nine provinces. This is not really a matter of comparing the provinces but rather of showing how much of the difference between provinces is due to distribution.

Let us first suppose that each of the nine provinces had the same distribution as the aggregate of the nine provinces in the matter of age, sex, race and rural and urban residence. In this comparison we are taking only pairs, viz., the British race and all other races; the ages 10-14 and all other ages, while, of course, the sexes and rural and urban are naturally in pairs. Let us suppose that each of these pairs had the same percentages illiterate as actually obtain in each province, e.g., the age group 10-14 urban females of the British race in the province of Ontario has 0·12 p.c. illiterate and Ontario has 2·35 p.c. of its population (10 years and over) in these categories while the nine provinces as a whole have 1·68 p.c. in these categories. Let Ontario be supposed still to have 0·12 p.c. illiterate in this group, but to have the same proportion of the population in this as the whole of Canada. Manitoba has 0·18 p.c. illiterate in this group while the group is 1·58 p.c. of the population (10 years and over) of the province. Let us suppose that Manitoba also still has its own group illiteracy but that the group is the same proportion of the population as in the whole of Canada (and of course, Ontario); similarly with all the other provinces and all other groups. What would be the comparative percentage of illiteracy in each of the nine provinces thus standardized? It may be mentioned that this is an orthodox method of standardization. The results of this standardization are shown in comparison with those of actual conditions in Statement IX following:—

IX.—ILLITERACY OF THE NINE PROVINCES STANDARDIZED[1] FOR RACIAL, SEX, RURAL AND URBAN AND AGE DISTRIBUTION, CANADA, 1931

Province	Population 10 Years and over	Illiterate				Rank	
		No.		P.C.			
		Standardized	Actual	Standardized	Actual	Standardized	Actual
CANADA	8,159,059	332,567	304,513	4·08	3·73	–	–
Prince Edward Island	69,333	2,947	1,835	4·25	2·65	6	2
Nova Scotia	402,401	22,092	17,139	5·49	4·26	7	6
New Brunswick	310,316	21,474	21,440	6·92	6·91	9	9
Quebec	2,167,517	84,316	103,212	3·89	4·76	4	8
Ontario	2,791,072	102,990	64,157	3·69	2·30	3	1
Manitoba	557,806	23,372	24,576	4·19	4·46	5	7
Saskatchewan	705,350	23,700	29,007	3·36	4·13	2	5
Alberta	572,129	17,679	19,669	3·09	3·44	1	3
British Columbia	583,135	33,997	23,088	5·83	3·96	8	4

[1]To the population distribution of Canada (nine provinces) as a whole is applied severally the specific illiteracy rates of each of the nine provinces.

In the above statement the most important feature revealed is shown in the last two columns where the standardized and actual illiteracy rank of the provinces are compared. What is brought out in these columns is the fact that some provinces are now favourably situated by their distribution (of age, sex, etc.), while others are unfavourably situated. Those that would be better off, i.e., have a lower illiteracy rate with the distribution of Canada than with their own, are unfavourably situated; those that would be worse off are favourably situated. From this it follows that, at present, Quebec, Ontario, Manitoba, Saskatchewan and Alberta are unfavourably situated, so that the present illiteracy of these provinces is raised by the unfavourable distribution of their population, because if they had Canada's population and their own specific rates of illiteracy their illiteracy would be much less than it is now. Consequently it is to the credit of these provinces that they have made more progress than was to be expected. This must not, however, be construed as a matter of educational system—it is far more than that; we could only compare educational systems if we could place the same individuals or individuals of exactly the same kind, under each of these systems. A standard of education among a group of individuals may not be due to the educational system of the province, but to such things as imitation, natural ability, provincial esprit de corps, etc.

On the other hand Prince Edward Island, Nova Scotia, Ontario and British Columbia are favourably situated by their population distribution. The case of British Columbia, however, is misleading. The fact that the conditions have been compared only in pairs, particularly British races against other races, makes the comparison imperfect. British Columbia has a very favourable distribution of British races but it is unfavourably situated in the matter of other races, a fact which the table does not show. To bring this out would necessitate taking all the races separately instead of merely British and "other races". British Columbia has a large proportion of Indians and Orientals and their illiteracy is exceptionally high.

To remove misleading features of this kind let us compare the provinces standardized for age, sex, rural and urban, but not for race. The age groups in this case are not 10–14 and other ages, but each of the quinquennial groups over 10 years. The results are shown in Statement X following.

X.—ILLITERACY OF THE NINE PROVINCES STANDARDIZED[1] FOR SEX, RURAL AND URBAN AND AGE (QUINQUENNIAL GROUPS) DISTRIBUTION, CANADA, 1931

Province	Population 10 Years and over[2]	Illiterate				Rank	
		No.		P.C.			
		Standard-ized	Actual	Standard-ized	Actual	Standard-ized	Actual
CANADA	8,155,391	303,496	304,053	3·72	3·73	–	–
Prince Edward Island	69,326	1,798	1,835	2·59	2·65	2	2
Nova Scotia	402,297	16,211	17,127	4·03	4·26	5	6
New Brunswick	310,248	16,874	21,436	5·44	6·91	9	9
Quebec	2,166,367	113,321	103,103	5·25	4·76	8	8
Ontario	2,790,301	67,007	64,100	2·40	2·30	1	1
Manitoba	557,665	23,258	24,865	4·17	4·46	7	7
Saskatchewan	705,161	24,300	29,073	3·45	4·12	4	4
Alberta	572,011	17,231	19,656	3·01	3·44	3	3
British Columbia	581,025	23,496	22,558	4·04	3·93	6	5

[1]To the population distribution of Canada (nine provinces) as a whole is applied severally the specific illiteracy rates of each of the nine provinces.
[2]Stated ages only.

Again, examining the last two columns and remembering that there is no standardization for race, we see that only Nova Scotia and Saskatchewan are unfavourably situated while British Columbia alone is favourably situated. The remainder show no perceptible change. This shows that it was not altogether British races that favoured British Columbia in the preceding table, but age distribution as well.

In the third place let us suppose that all the handicaps of distribution had been *removed* instead of standardized as in the two preceding statements. We do this by allowing for each handicap the ratio shown on page 38. This premises that all the ages, races, etc., in each province had the same illiteracy as British urban females at ages 10–14. The results are shown in the following statement.

XI.—ILLITERACY OF THE NINE PROVINCES COMPARED AFTER CORRECTING FOR HANDICAPS OF SEX, AGE, RURAL DISTRIBUTION AND RACE, CANADA, 1931

Province	Population 10 Years and over	Illiterate				Rank	
		No.		P.C.			
		Corrected	Actual	Corrected	Actual	Corrected	Actual
CANADA	8,159,059	12,652	304,513	0·16	3·73	–	–
Prince Edward Island	69,333	152	1,835	0·22	2·65	7	2
Nova Scotia	402,401	1,419	17,139	0·35	4·26	9	6
New Brunswick	310,316	928	21,440	0·30	6·91	8	9
Quebec	2,167,617	3,489	103,212	0·16	4·76	6	8
Ontario	2,791,072	3,640	64,157	0·13	2·30	4	1
Manitoba	557,806	793	24,876	0·14	4·46	5	7
Saskatchewan	705,350	887	29,097	0·13	4·13	2	5
Alberta	572,120	590	19,669	0·10	3·44	1	3
British Columbia	583,155	754	23,088	0·13	3·96	3	4

In this case, New Brunswick, Quebec, Manitoba, Saskatchewan, Alberta and British Columbia are shown to be handicapped while Prince Edward Island, Nova Scotia and Ontario are favourably situated. In all three statements it is seen that Ontario is favourably situated. This is important in view of the fact that this province has the lowest percentage illiterate of all the provinces. Removing all handicaps, Alberta, Saskatchewan and British Columbia would apparently have smaller percentages illiterate than Ontario.*

*If we take the actual urban British female at ages 10–14 in the different provinces the rates compare as follows:— Prince Edward Island 0·36; Nova Scotia 0·36; New Brunswick 0·29; Quebec 0·31; Ontario 0·12; Manitoba 0·18; Saskatchewan 0·36; Alberta 0·15; and British Columbia 0·23.
The question may be asked as to why these figures were not used as indices of illiteracy freed from distribution handicaps instead of the figures actually used. The chief reason is that the numbers upon which some of the above percentages are based are far too small to be representative. Another reason is that the hases of comparison are not uniform in this case as they were in Statement XI. To take the above figures as figures corrected for all the conditions mentioned we would have to assume that all individuals of the British race, etc., behaved exactly in the same way, and, of course, they do not. There are urban and urban, and British and British. For the sake of comparison it is much more sound to take the idealized average behaviour for urban, etc. It is never safe to take actual conditions in any one year, especially when based upon small numbers, as norms.

CHAPTER II

COMPARISON OF ILLITERACY IN CANADA WITH THAT IN OTHER COUNTRIES

Introduction.—In a census monograph based on the data of 1921 and other sources, a comparison was drawn between illiteracy in Canada and other countries, derived in a large number of cases from direct replies to questionnaires sent to these countries. There it was shown that the methods used in measuring illiteracy by different countries varied so much that it was practically impossible to use tabular matter to make the comparison. The situation has not materially altered since the date of preparation of this book. A later publication* (in 1929) by James F. Abel and Norman J. Bond emphasises this fact still more and the findings of this publication are sufficiently recent and the changes which have since taken place are probably sufficiently unimportant to warrant making frequent use of their data here.

Areas of Least Illiteracy.—According to Abel and Bond, the areas of least illiteracy are in Western Europe and, for the most part, along the shores of the North and Baltic Seas. Denmark, Norway, Sweden and Switzerland claim to have little or no illiteracy. When we consider the methods of obtaining the data on the subject practised in these countries, it is clear that Germany and Great Britain can advance the same claim. In Canada, immigrants directly from these countries show a certain small percentage of illiterates and, while it is probable that their illiteracy cannot be regarded as representative of the illiteracy of the countries from which they came, the data have considerable value—probably more for purposes of comparison than data based upon the quotations from countries which do not collect data on illiteracy by means of the census.

In the Canadian Census of 1931, the illiteracy of persons 10 years of age and over was obtained by country of birth. These figures possess the great advantage of having the same age (lower) limit for all countries alike. They are probably as good as we can find anywhere for purposes of comparison. Their value as being representative of the present illiteracy of the various countries depends mainly upon the answer to the question as to whether the literacy status of the emigrant is the same as that of the remainder of the population of his country. There is no reason why the emigrant should not be as representative a sample as the army conscript or the person signing or not signing the marriage register. Obviously, to all three applies the objection that they do not represent all age classes of the population—the conscript and the groom being definitely exclusive of the younger and older ages and the emigrant excluding a large part of these ages. We have seen in Chapter I that, in Canada, the ages of least illiteracy are those between 10 and 20 and, as these ages represent large numbers of the population, their illiteracy affects the true illiteracy rates of the population to a very high degree. Further, their illiteracy represents the ideal toward which the country is at present tending.

As already mentioned, the data in Table 5 are subject to serious objections as a basis of comparison of the illiteracy of the different countries of the world. Undoubtedly where the numbers represented are small they have very little value but, on the whole, objections equally, if not more, serious apply to the data on the subject collected by these countries themselves. They do not apply to the same ages and many of them apply only to certain non-representative portions of the population. The above apply to the population who emigrated, a large proportion of whom are adults and considerably more than half, males; further, the people from these countries who have been in Canada a long time have an older and, consequently, a more illiterate population, *ipso facto*, than those recently arrived. This applies especially to such countries as Germany. On the whole, the table does not give a very good representation of the illiteracy of the different countries but it has a distinct value in throwing some light upon what otherwise would be in complete darkness—illiteracy for the same age limits at the same date and obtained in exactly the same way.

Illiteracy in the Several Countries of the World, Bulletin 1929 No. 4, Bureau of Education, Washington.

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If, then, care is taken not to forget that the figures apply to the illiteracy of the countries as they were represented in Canada in 1931 and are not an official definite statement of the actual illiteracy of these countries, it will be safe to arrange the percentages illiterate in order of magnitude for purposes of further analysis.

XII.—PERCENTAGES ILLITERATE OF THE POPULATION 10 YEARS OF AGE AND OVER, BY BIRTHPLACE, ARRANGED IN ASCENDING ORDER OF MAGNITUDE, CANADA, 1931

Birthplace	P.C. Illiterate	Birthplace	P.C. Illiterate	Birthplace	P.C. Illiterate
1. South Africa¹..........	0·14	17. Iceland...............	2·40	33. Hungary..............	10·33
2. Wales...............	0·23	18. South America¹......	2·44	34. Bulgaria¹...........	10·87
3. Scotland............	0·29	19. France...............	2·90	35. Yugoslavia..........	10·87
4. England.............	0·39	20. Canada³............	2·98	36. Russia..............	10·90
5. Australia¹............	0·65	21. Other British¹........	3·29	37. Lithuania............	11·92
6. New Zealand¹.........	0·67	22. Germany............	4·02	38. Turkey².............	12·76
7. Ireland..............	0·78	23. Belgium............	4·42	39. Japan...............	14·80
8. Lesser Isles.........	0·79	24. Newfoundland.......	4·71	40. Italy................	14·87
9. British West Indies¹....	1·00	25. Spain².............	5·01	41. Poland.............	16·88
10. United States........	1·31	26. Other Europe¹......	5·22	42. China..............	18·03
11. Denmark...........	1·55	27. Other Countries¹......	6·51	43. Austria.............	18·41
12. Switzerland..........	1·78	28. India¹..............	7·95	44. Roumania..........	18·48
13. Sweden............	1·80	29. Finland............	8·23	45. Syria¹.............	19·92
14. Norway............	1·94	30. Greece.............	9·75	46. Armenia²...........	21·28
15. Holland............	1·99	31. Other Asia³........	10·01	47. Ukraine............	21·37
16. At sea².............	2·07	32. Czechoslovakia......	10·14		

¹Represented in Canada by less than 5,000 people over 10 years of age—a number too small for percentages illiterate to be comparable with other countries.
²Represented in Canada by less than 1,000 people over 10 years of age.
³Exclusive of Yukon and Northwest Territories and aborigines in the provinces.

From this list should obviously be omitted the birthplaces represented by less than 1,000 persons, since, if such a country had as low a percentage illiteracy as that shown for South Africa, no illiterate person would appear. This rule would exclude Spain, Armenia, Turkey, Other Asia, and "at sea". Any further exclusion would have to be purely arbitrary, but possibly 5,000 should be taken as the lowest admissible representation. This would further exclude Australia, New Zealand, India, South Africa, British West Indies, South America, "other" British Countries, Bulgaria, "other" Europe, Syria and "other" countries. These exclusions are indicated on the list by footnote numbers. They leave thirty-one countries which can be compared.

Another point which applies to data on the total population of a country as well as to a sample like the above should be obvious. The countries with a large geographical area or with a large variety of races, such as Canada, United States, Russia, etc., are not as adequately represented by a single percentage or index as the smaller countries with a single or a few closely related races. Consequently, their place in the above order is hardly fair. Probably by giving wide intervals to the above list a fairly good basis of comparison will be furnished.

> Less than 1 p.c.   —The British Isles, South Africa, Australia, New Zealand and Lesser Isles.
>
> Between 1 and 2 p.c.—United States, the Scandinavian Countries (except Iceland), Holland, Switzerland.
>
> Between 2 and 3 p.c.—Canada*, Iceland, France and South America.
>
> Between 4 and 5 p.c.—Germany, Belgium and Newfoundland.
>
> Between 8 and 10 p.c.—Finland and Greece.
>
> Between 10 and 12 p.c.—Czechoslovakia, Hungary, Yugoslavia, Russia and Lithuania.
>
> Over 12 p.c.   —All other countries.

That the above list compares closely in places and not so closely in others with the findings of Abel and Bond may be seen from the following quotation: "The area of least illiteracy in the world is in Western Europe . . . Though the indices on which those claims are based are unreliable,

*Exclusive of Yukon and Northwest Territories and aborigines in the provinces.

the claims are not far from correct . . . Closely bordering on this section of little or no illiteracy are Belgium, Czechoslovakia, England and Wales, Finland, France, the Irish Free State, the Netherlands, North Ireland and Scotland." There is little doubt, however, that with more reliable indices the United Kingdom would be found to have as low percentages as the Scandinavian Countries and lower than other countries, remembering, of course, that large countries like United States and Canada cannot be adequately compared with other countries because of their wide areas and heterogeneous populations. Really the most remarkable achievement in the reduction of illiteracy can be attributed to these two countries, for Australia, though large, has a comparatively homogeneous population.

One of the chief values of the table given for illiteracy in Canada by birthplace is the extent to which it shows what countries are apparently sending to Canada the more illiterate portion of their population and what the less illiterate portion. If we rely upon the claims to no illiteracy in Germany and some other countries, it is clear that Germany, the Scandinavian Countries, Holland, Switzerland, Czechoslovakia and Austria are sending their more illiterate population, (this, of course, is partially explained by age and date of emigration), the United States, India, South America, France, Spain and "other" Europe, their less illiterate, while the British countries are sending a fairly representative sample. As to other countries, the percentages illiterate are so large in any case that it does not make much difference one way or the other. Meanwhile, the following fact is important. The countries Denmark, Iceland, Norway, Sweden, Switzerland and Germany claim to have little or no illiteracy but 130,850 persons over 10 years of age born in these countries are living in Canada among whom are found 3,219 or 2·46 p.c. unable to read. This is almost as high a percentage as obtains among the Canadian born of all races except aborigines; further, Canada has a vast area with many outlying parts recently settled. At the same time, there were living in Canada 1,113,912 persons 10 years of age and over from the British Isles among whom were found 4,470 or 0·4 p.c. unable to read. This is a very high representation from the British Isles, much higher than the signatures to the marriage register or to army enlistments of any one year and more representative of the different ages, a fact which was seen in Chapter I to be very important. However, the ages of persons from the British Isles in Canada were not so favourable to literacy as those of the population remaining in the British Isles. The moral of all this would seem to be that the data on illiteracy, in the countries where no census is taken of this attribute, are unreliable and, consequently, that no purpose is served by an exhaustive analysis of what data exist. However, a brief review, based partly on the monograph of Abel and Bond is probably useful. Following this review will be given in non-tabular form the latest available quotations of illiteracy in different countries.

Political Divisions with Population over Half Illiterate.—"The immediately striking feature of this group of eighteen countries is the immense population under consideration, approximately 618,000,000, as compared with forty-five countries having rates under 50 p.c. and their population of some 468,000,000. With the exception of the Union of Soviet Socialist Republics, they are in or near the Torrid Zone. Their peoples are largely indigenous, or in the American divisions, mixed Southern European and indigenous." Without subdividing these countries into classes according to rates of illiteracy, the list of countries with more than 50 p.c. illiterate is as follows:—

America—Colombia, British Guiana, Mexico, Porto Rico, Brazil, Nicaragua, Venezuela, Dominican Republic, Guatemala; also in the main, Aborigines in Canada and United States.

Europe—Union of Soviet Socialist Republics, Portugal.

Asia—Ceylon, India, British Malaya and, of course, several parts for which data are not available.

Africa—Egypt, non-Europeans of Union of South Africa and the great part of the continent on which no data are available.

Australasia—Philippine Islands, Dutch East Indies.

Even this very broad statement is not wholly accurate, based as it is upon geographical areas, not peoples. In Chapter I it was seen that it is next to impossible to depict satisfactorily the geographical distribution of illiteracy, owing to the other forms of segregation of illiteracy within these areas—especially age and race. The above list with the following list, however, furnishes a useful scale with which to compare the illiteracy of groups in Canada.

XIII.—COMPARISON OF PERCENTAGES ILLITERATE OF VARIOUS AGE GROUPS IN CANADIAN POPULATION, 1931, WITH THE ILLITERACY OF DIFFERENT COUNTRIES

Age Group	P.C. Illiterate (Canada)	Countries Whose Peoples as a Whole Have a Smaller Percentage Illiterate than the Canadian Age Group
10–14	1·1	United Kingdom and North Western Europe, Latvia; Japan except Cho San province, non-aboriginal
15–19	1·8	population (10 years and over) of Australia, New Zealand and South Africa; Northern Ireland.
20–24	2·3	
25–29	3·0	Canada (Canadian born 10 years and over, exclusive of aborigines).
30–34	3·3	
35–39	3·7	Esthonia (10 years and over), U.S. Samoa, United States (10 years and over), Canada (10 years and over) exclusive of Indians.
40–44	4·1	Canada, all classes (10 years and over).
45–49	4·6	
50–54	5·3	
55–59	6·5	France (10 years and over), Czechoslovakia.
60–64	7·4	Hungary, probably New Guinea.
65–69	9·0	Irish Free State.
70–74	11·0	
75–79	12·5	Uruguay.
80–84	13·8	
85–89	15·5	
90–94	19·1	Hawaii.
95–99	27·7	The Argentine Republic, Alaska, Newfoundland and Labrador (10 years and over), Virgin Islands (U.S.A.), probably Poland.
100 and over	49·1	The aborigines of Canada (10 years and over), Greece (10 years and over), Lithuania.
	Above any Canadian group	The countries mentioned earlier with more than 50 p.c. illiterate.

Another comparison by the same method is more accurate in many respects than the foregoing. It compares the illiteracy at different age groups of the people of Canada with the illiteracy of persons 10 years of age and over from different countries living in Canada in 1931. The data have the advantage of uniformity and definiteness.

XIV.—COMPARISON OF PERCENTAGES ILLITERATE OF VARIOUS AGE GROUPS IN CANADIAN POPULATION WITH PERCENTAGES ILLITERATE OF PERSONS FROM VARIOUS COUNTRIES LIVING IN CANADA, 1931

Age Group	P.C. Illiterate (Canada)	Countries from Which There are, Living in Canada in 1931, Persons 10 Years of Age and over Whose Illiteracy is Less than That of the Specified Canadian Age Group but Greater than That of the Next Younger Group
10–14	Less than 1·0	South Africa, United Kingdom, Australia, New Zealand, Ireland, Lesser Isles.
15–19	1·1	British West Indies.
20–24	1·6	United States, Denmark.
25–29	2·3	Switzerland, Sweden, Norway, Holland, At sea.
30–34	3·0	Iceland, South America, Canada (Canadian born, exclusive of aborigines), France.
35–39	3·3	"Other" British Possessions.
40–44	3·7	
45–49	4·1	Germany.
50–54	4·8	Belgium.
55–59	5·3	Newfoundland, Spain, "Other" Europe.
60–64	6·5	
65–69	7·4	"Other" countries.
70–74	9·0	India, Finland.
75–79	11·0	Greece, "Other" Asia, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, Russia.
80–84	12·5	Lithuania.
85–89	12·8	Turkey.
90–94	15·5	Japan, Italy.
95–99	19·1	Poland, China, Austria, Roumania.
100 and over	27·7	Syria, Armenia, Ukraine.
	49·1	

It will be noted that the aborigines of Canada, although they have a high percentage illiterate when compared with the rest of the population, have a low percentage as compared with the vast majority of the world's people. About a third of our aboriginal population 10 years of age and over are illiterate and this is rather a respectable position when taken on a world scale.

With the *proviso* that any assembling of material on world illiteracy is imperfect, the following summary is given of material collected from different sources.

NON-TABULAR SUMMARY OF LATEST AVAILABLE DATA ON ILLITERACY IN DIFFERENT COUNTRIES

England and Wales.—In 1929, the number signing the marriage register by mark was 774 men and 776 women while in 1924 the numbers were 995 men and 1,041 women.

Scotland.—In 1933, out of 34,201 marriages, 34 males and 42 females signed the marriage register by mark.

Northern Ireland.—Census of 1931—1·9 p.c. males and 1·2 p.c. females signed the marriage register by mark.

Irish Free State.—This information was not tabulated in the Census of 1926.—In 1911, 2·8 p.e. of the population 9 years of age and over could read only, while 10·1 p.c. were illiterate.

The Argentine Republic.—The only information available is derived from the Census of Education, 1931.—Of the children between the ages of 5 and 13, 635,862 or 29·37 p.e. were illiterate.

Australia.—In 1921, 0·17 p.c. of the total getting married that year signed the register by mark, 1,491 persons per 10,000 all ages. exclusive of aborigines, could not read and 28 persons per 10,000 could read only.

Austria.—The question was not included in the Census of 1920 and for only one province in 1923.

Belgium.—The Year Book of 1933 states that, of the 45,142 males who entered into active service, 891 or 1·97 p.e. were illiterate and, of the 40,557 sent into the Congo, 168 or 0·41 p.e. were illiterate. The results of the Census of 1920, taken from Driemaandblad, show illiteracy by certain age groups.

	Illiterate	
Age Group	No.	p.e.
8–14	75,602	8·5
15–54	230,316	5·2
55 and over	205,002	18·9

Ceylon.—The Census of 1921 gives the percentages of illiteracy for the population 5 years of age and over as follows:—

Total	60·1 p.c.
Male	43·7 p.c.
Female	78·8 p.e.

(Taken from the Year Book of 1926.)

Czechoslovakia.—Census of 1928:—

	Population 5 years and over	Illiterate	
		No.	p.e.
Total	12,378,321	915,201	7·39
Male	5,934,075	391,310	6·59
Female	6,444,246	523,891	8·13

Denmark.—Practically no illiteracy.—Compulsory education has been in force since 1814. For the population 10 years of age and over the rate of illiteracy is much less than 1 p.e.

Egypt.—Census of 1927:—

	Population 10 years and over	Illiterate	
		No.	p.e.
Total	10,287,778	8,816,601	85·70
Male	5,126,179	3,894,114	75·96
Female	5,161,599	4,922,487	95·37

(Population is largely Egyptian.)

Illiteracy of foreigners in Egypt:—

	Foreigners 10 years and over	Illiterate No.	p.c.
Total	188,832	31,748	16·81
Male	93,580	8,906	9·52
Female	95,252	22,842	23·98

Esthonia.—Census of 1922—Considering the population 10 years of age and over, the illiteracy in 10 Esthonian provinces was 3·4 p.c. If the province of Petseri (Russian province) is included, it was 5·6 p.c. There is practically no illiteracy amongst the younger population. The rates for the majority of the provinces vary from 1·5 to 3·0 p.c. (Year Book of 1929.)

France.—Census of 1926:—

	Population 5 years and over	Illiterate No.	p.c.
Total	36,574,547	2,573,253	7·04
Male	17,467,870	1,111,581	6·36
Female	19,106,677	1,461,672	7·65

	10 years and over	No.	p.c.
Total	34,294,850	2,026,222	5·91
Male	16,314,353	830,190	5·09
Female	17,980,497	1,196,032	6·65

Out of the 226,620 conscripts in 1930, 10,461 or 4·62 p.c. could neither read nor write, and of the 338,804 marriages in 1928, 2,365 or 1·40 p.c. of the men and 3,283 or 1·94 p.c. of the women signed the register by mark.

Germany.—There is no new data available. The number of illiterates is practically negligible. For the population of 10 years and over it is less than 1 p.c.

Greece.—Census of 1928:—

	Population 10 years and over	Illiterate No.	p.c.
Total	4,672,028	1,953,875	41·82
Male	2,304,942	549,033	23·82
Female	2,367,086	1,404,842	59·35

Holland.—The 1931 reports for the militia show that of the 20,560 conscripts, 20,529 or 99·85 p.c. could read and write, 0·03 could read only and 25 or 0·12 p.c. were illiterate. There is no report on illiteracy now published by the Statistical Bureau as it is practically negligible.

Hungary.—Census of 1930:—

	Total population	Illiterate No.	p.c.
Total	8,688,319	1,801,570	20·70
Urban	2,811,251	*	15·10

	Population 6 years and over	Illiterate No.	p.c.
Total	7,621,825	*	9·60
Urban	*	*	6·50

India.—Census of 1931—Of the population 5 years of age and over only 156 males per 1,000 and 29 females were able to read and write.

Italy.—Census of 1931—21 p.c. of the population over 6 years of age were illiterate and 11·1 p.c. of the 1930 conscripts and 8·8 p.c. of those signing the marriage register, made their mark.

*Figures not available.

Japan.—There are no census figures available. Of the conscripts called, there were:—

in 1929—3,044 out of 585,819 or 0·52 p.c. illiterate;
in 1930—2,873 out of 595,505 or 0·48 p.c. illiterate;
in 1931—3,090 out of 619,146 or 0·50 p.c. illiterate.

(This does not include Cho Sen province, which is much more illiterate.)

Latvia.—Census of 1930:—

	Population 10 years and over	Cannot read No.	p.c.	Cannot write No.	p.c.
Total........	1,573,551	7,506	0·48	7,559	0·48
Male........	720,709	4,409	0·61	4,416	0·61
Female........	852,842	3,097	0·36	3,143	0·37

Lithuania.—From the Census of 1923 for Gr.-Lithuania and the Census of 1925 for Klaipeda:—

	Population 10 years and over	Illiterate No.	p.c.
Total..........................	1,760,956	537,036	30·5
Male..........................	829,188	238,066	28·7
Female..........................	931,768	298,970	32·1

Mexico.—Census of 1921—14,243,852 or 43 p.c. of the inhabitants 12 years of age and over were illiterate. This report is for eight states only; the rates of illiteracy would probably be much higher for the others.

New Zealand.—Census of 1916 figures latest obtainable.—There is a good school system and compulsory education has been in force for many years and there is practically no illiteracy.

Poland.—In the Census of 1921, out of a population of 20,099,584 10 years of age and over, 6,581,307 or 32·74 p.c. were illiterate.

Russia.—Census of 1926:—
  Cities—758 out of every 1,000 males were literate;
    626 out of every 1,000 females were literate.
  Villages—524 out of every 1,000 males were literate;
    274 out of every 1,000 females were literate.
For the whole Soviet Union, 567 out of every 1,000 were literate.

South Africa.—Census of Europeans, 1918 the latest available.

	Population 10 years and over	Illiterate No.	p.c.
Total..........................	1,043,864	12,907	1·24
Male..........................	536,329	7,499	1·40
Female..........................	507,535	5,408	1·07

In regard to non-Europeans the majority of Bantu race are illiterate.

Sweden.—Illiteracy amongst the Swedish recruits 1925-26 was 19 or 0·05 p.c. who could not read and 51 or 0·13 p.c. who could not write.

Turkey.—Census of 1927:—
  Illiterate:—
    87·01 p.c. of males, all ages.
    96·33 p.c. of females, all ages.
    91·84 p.c. of total, all ages.

Venezuela.—Census of 1925:—

	Population 5 years and over	Illiterate No.	p.c.
Total..........................	2,507,493	1,365,505	54·46
Male..........................	1,222,332	654,671	53·56
Female..........................	1,285,161	710,834	55·31
(Exclusive of Indians.)			

CHAPTER III

IMPROVEMENT IN THE ILLITERACY STATUS OF CANADA WITH THE PASSING YEARS

Introduction.—As was seen in Chapter I, improvement in illiteracy is not a single process that can be attributed directly to any one agency. Even in the older countries with homogeneous populations, the improvement in illiteracy in an interval of ten or twenty years is only accounted for in small part by the activity of the schools in that interval, although, of course, it is attributable to the efforts of the educational system of that country over a long period, say, a life-time. In Canada and other countries with immigrant population, improvement in illiteracy is not due wholly to the schools over any period, however long. Even if the Canadian schools eliminated illiteracy over a life-time, in the case of those attending them and of age to attend them, this achievement could easily be offset by an inrush of illiterate immigrants. The task of such countries as Canada and the United States in battling illiterates has been exceptionally heavy.

The foregoing remarks imply that there is no elimination of illiteracy by the direct means of teaching the illiterates to read after school age. While this assumption is not valid on *a priori* grounds, it is virtually sound. A few adults may be taught to read but their number in Canada must be negligible. This is clearly brought out by Table 10 which shows that the actual illiteracy of 1931 at each age group was no less than might be expected from that shown by persons 10 years younger in 1921. Certainly, the few adults that are taught to read are offset by those who lapse from a state of literacy or near illiteracy to that of total illiteracy.

Agencies at Work in Eliminating Illiteracy.—The two main agencies for the elimination of illiteracy are the schools and time. The schools eliminate by the direct means of teaching the illiterate to read; time acts in killing off the illiterates. It has been seen that the older the person, the more apt he is to be illiterate. This, of course, is easily understandable since the present educational opportunities are greater than those of the past. While it is generally true in Canada it is not consistently true, for some young adult ages show more illiteracy than older ages, or at any rate do not indicate consistent progress. This is explained by immigration and probably to a considerable extent by emigration. It is easy to see how immigration works; in the case of emigration it is less obvious. Suppose the country had no immigrants but considerable emigration. Now emigration as well as immigration takes place largely at early adult ages, say, 18 to 30. These ages are much less illiterate than older ages. These persons have just been educated and, if they remained in the country would be no more illiterate, in course of time they would infiltrate these older ages with literacy. As it is, they leave, with the result that, as time goes on, the older ages, receiving a diminished number of literate persons, are retarded in their progress towards literacy. Now immigration steps in with illiterate persons (where it is not British, United States or North Western Europe) at the same ages as those who have emigrated. This should explain, then, the processes by which both immigration and emigration can work against progress in the elimination of illiteracy.

The improvement brought about by the schools can be illustrated in two ways. First, the improvement between 1921 and 1931 can be shown for each age group as follows, the ages for both years being grouped as they were shown in 1921, and the data referring to all classes of the population.

XV.—PERCENTAGES ILLITERATE OF THE POPULATION 10 YEARS OF AGE AND OVER AND PERCENTAGE IMPROVEMENT IN THE DECADE, BY BROAD AGE GROUPS, CANADA, 1931-1921

Age Group	P.C. Illiterate		Improve- ment in Decade	P.C. Improve- ment over 1921 Illiteracy
	1931	1921		
10–14	1·12	2·01	0·89	44·3
15–20	1·64	2·80	1·16	41·4
21–34	2·87	3·93	1·06	27·0
35–64	4·88	6·50	1·62	24·9
65 and over	10·96	13·15	2·19	16·7
Not stated	14·27	24·32	10·05	41·3

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Now it should be clear that the activities of the schools to be credited with the improvements shown above were not the activities of the period 1921-31. The immediate activities of the school are seen only in the first group, viz., 10-14. The decrease in illiteracy from 2·01 p.c. to 1·12 p.c. represents the improvement in the influence of the schools operating in the four years prior to 1931 over those operating in the four years prior to 1921. In the 15-20 group there is an improvement from 2·80 p.c. to 1·64 p.c. but this is an improvement over those who were 15-20 in 1921 on the part of those who were below 15 in 1921. In other words, it was an improvement of the schools operating four years prior to 1921 over those operating from five to eleven years prior to 1921 and so on. Since the groups are too broad and uneven for measuring regular periods of time and, in any case, since the comparison of the years 1921 and 1931 does not really show what it seems to show, viz., improvement effected by the schools of the period, it is much better to take the illiteracy of each quinquennial age group of 1931 by itself as follows:—

XVI.—PERCENTAGES ILLITERATE OF THE POPULATION 10 YEARS OF AGE AND OVER, BY QUINQUENNIAL AGE GROUPS, AND PERCENTAGE IMPROVEMENT OF EACH GROUP OVER THE IMMEDIATELY OLDER GROUP, WITH PERCENTAGE IMMIGRANT IN EACH GROUP, CANADA, 1931

Age Group	Percentage Illiterate	Improvement over Immediately Older Age Group		Dates at Which Each Group Was 10-14	Percentage Immigrant in Group[1]
		Absolute	Percentage		
10-14	1·12	0·45	28·7	1927-31	1·2
15-19	1·57	0·70	30·8	1922-26	1·9
20-24	2·27	0·73	24·3	1917-21	5·7
25-29	3·00	0·29	8·8	1912-16	10·3
30-34	3·29	0·38	10·4	1907-11	12·0
35-39	3·67	0·38	9·4	1902-06	12·3
40-44	4·05	0·51	11·2	1897-1901	11·4
45-49	4·56	0·69	13·1	1892-96	10·2
50-54	5·25	1·28	19·6	1887-91	8·3
55-59	6·53	0·86	11·6	1882-86	7·2
60-64	7·39	1·65	18·3	1877-81	5·9
65-69	9·04	1·99	18·0	1872-76	5·2
70-74	11·03	1·48	11·8	1867-71	4·4
75-79	12·51	1·25	9·1	1862-66	3·5
80-84	13·76	3·12	18·5	1857-61	2·8
85 and over	16·89	-	-	Before 1857	2·9

[1]Other than British, United States and North Western Europe.

In the first place we notice that the first three age groups show a marked improvement, viz., from 24 to 31 p.c. reduction of illiteracy every five-year interval since, say, 1917. These marked improvements can be definitely credited to the Canadian schools and to improvements in these schools by way of better attendance, for even the immigrants shown in these groups were manifestly of age to attend school in Canada. The next six groups show decidedly less improvement but the last column clearly indicates why. Immigrants with high percentages illiterate came in heavily at these ages. It is clear, then, that the slow improvement at the dates shown in the fourth column was not attributable to slow progress in school development in Canada. However, the exceptionally slight progress in the case of the 1902-06 and 1887-91 groups may be significant in this respect. At both of these periods, particularly 1902-06, new portions of Canada were being opened up. At times of new settlements the organization of schools can not keep pace with the settlement. Again, the position of 1862-66 may be due to a period of rapid settlement which is known to have taken place about that time. The combined influence of rapid settlement and arrival of immigrants of the more illiterate class, but neither one alone, can safely be assumed to be strongly causal in the want of improvement in the 1902-06 group.

It is clear that the progress from year to year due to the schools of Canada is much better shown by the case of the Canadian born, but the only age groups tabulated for these were the following three:—

Age Group	Illiterate	
	Canadian Born	All Classes
	p.c.	p.c.
10-20	1·33	1·33
21-64	3·79	3·99
65 and over	11·55	10·94

Clearly, nothing can be made from these age groups except that the Canadian born in the first group have made an average five-yearly progress of about 0·44 p.c. since the mid-point of the second group and that the second group made an average five-yearly progress of about 0·97 p.c. since the mid-point of the third group.

One thing is clear, *viz.*, that progress, *i.e.*, progress directly due to the schools, in removing illiteracy has been particularly marked during the last fifteen years. That this is not reflected in that of the population at all ages is clearly attributable to something that has nothing to do with the schools of these years.

Improvement among the Different Sections of the Population.—It will have become clear by this time that the simplest and best means of showing improvement in literacy is by means of the comparative illiteracy of the different age groups. Taking now the different sections of the population such as sex, rural and urban and provinces, and using exactly the same method of measuring improvement as in Statement XVI, we have the following:—

XVII.—PERCENTAGE IMPROVEMENT IN ILLITERACY OVER IMMEDIATELY OLDER AGE GROUP, BY QUINQUENNIAL AGE GROUPS, SEX, RURAL AND URBAN, CANADA, 1931

Age Group	Mid-Date at Which Group Was 10-14	Improvement over Immediately Older Age Group			
		Rural		Urban	
		Males	Females	Males	Females
		p.c.	p.c.	p.c.	p.c.
10-14	1928	35·9	16·8	45·1	47·6
15-19	1923	25·8	38·7	43·2	45·2
20-24	1918	16·1	26·5	43·4	26·3
25-29	1913	11·6	8·1	12·6	4·9
30-34	1908	7·9	12·8	8·9	16·8
35-39	1903	8·2	7·7	10·1	12·
40-44	1898	13·8	11·4	12·8	13·2
45-49	1893	11·4	13·0	9·8	6·9
50-54	1888	19·5	15·9	19·5	17·5
55-59	1883	11·1	13·0	8·3	12·5
60-64	1878	16·2	17·9	19·0	22·3
65-69	1873	15·9	17·1	23·4	18·0
70-74	1868	11·4	6·4	14·8	15·7
75-79	1863	6·3	12·0	7·3	11·6
80-84	1858	10·9	10·5	10·9	8·2
85-89	1856	15·1	25·1	11·6	17·1
90-94	1848	19·5	28·2	29·1	41·5
95-99	1843	45·7	38·3	46·1	37·6
100 and over	1838 and earlier				

In comparing the progress by rural and urban it should be made clear at the outset that these figures do not refer to the rates of progress by rural and urban as such but of the persons who were in rural or urban residence in 1931. These urban residents in 1931 may have been in rural residence when at school age. The comparison is really a population class comparison, not a rural and urban comparison at all. Consequently, it is very difficult to explain some of the peculiarities in the rates of progress because their causes are so complex, *e.g.*, the low rate of both male and female progress of persons who were of school age around 1893. This may have several causes, one of which may be the coming into existence of urban corporations in illiterate parts of the country around that year. This is similar to saying that persons passed from rural to urban residence, except that in the illustration given they move in at all ages whereas in an ordinary trek they move in only at certain ages, particularly those between 18 and 30. A period of rapid urban increase is generally due to a movement into urban residence from rural parts or abroad and this could easily increase urban illiteracy. Similarly, a period of very slow urban decrease would result in a great improvement in urban literacy. In view of this it will be interesting to examine the periods of slow progress in urban male illiteracy synchronizing with fairly rapid progress in rural male illiteracy especially around 1888, 1883 and 1868; strangely enough the opposite held true of the 1868 females. However, it would be a fruitless task to assign causes to the irregularities in the rate of progress, but an examination of the general trends is well worth while. The urban progress has been greater than the rural progress and the female slightly greater than the male. The period of greatest progress has evidently been the last fifteen years or since about 1918; of the slowest progress, the preceding fifteen years or, say, from the beginning of the century till about 1918. This reasonably coincides with rapid settlement and generally would apply to urban as well as rural, for not only were the urban centres receiving immigrants in those days, but Canadian born who

were of school age under pioneering conditions have since moved into urban centres. To this general observation may be added that both rural and urban females who were of school age in 1913 and the rural females of 1868 showed strikingly slow progress, the same being true of the males who were of school age in 1908, 1903, 1893, 1868 and 1863, while 1868 was low for all classes alike. The significance of these last dates is difficult to interpret definitely. One can only surmise. There is great significance in the fact that the rate of progress in the last fifteen years has been greater than at any previous period because this is contrary to expectations. When a quantity like an illiteracy percentage is being worn down by time, it is customary to find large portions taken off at the beginning, these portions becoming smaller and smaller as time goes on and as the quantity becomes small with the result that it never completely disappears; in the case of illiteracy as shown in the above statement the wearing-down process has been stronger at the latter end than ever before. A process like this renders possible an ultimate almost complete elimination of illiteracy. More remarkable still, the later rates of diminution have been greatest in the urban population where the illiteracy percentage was already small. This behaviour is probably so rare a statistical phenomenon that it may be worth while investigating further. .

Table 8 shows, arranged in intervals and ascending order of size, illiteracy percentages taken from the different age groups, male and female, rural and urban, in the nine provinces—500 different percentages. Opposite each interval of percentages illiterate are the percentages of improvement in a five-year period. As before, the period elapsing between one age group and the next younger is taken as representing a five-year difference in the dates at which these persons were of school age. This, of course, is absolutely correct, except that it must be remembered that the persons who were of school age at these different dates were not necessarily attending school or attending school in Canada.

It is clear from even the appearance of the table that there is no connection between the stage of illiteracy reached and the improvement in the next five years. Consequently it is clear that the accelerating diminution of illiteracy mentioned above refers only to the last fifteen years before 1931, or since 1916, which may, so far as Canada is concerned, be considered a period of exceptional educational activity. The testimony of the figures is borne out by the educational history of the period. In the first place the period of very rapid settlement was over and the newest provinces and the new parts of older provinces had had time to build schools. In the next place compulsory school attendance laws were enacted and put into force by means of school attendance officers, etc. Those provinces that still have no compulsory attendance acts were caught by the spirit of the times and spurred up school attendance by moral rather than legal persuasion. The spirit of the times was very articulate in teachers' associations, in the press and elsewhere.

Although we now see that illiteracy is not really diminishing with accelerating speed, it is still remarkable that its diminution has not shown a slowing up. This is contrary to expectations. Why should an urban population which has now a low percentage illiterate show as much progress in the next few years as a place which has a high percentage, when it should be much easier to wear down a high percentage than a low? The explanation would seem to involve not only the question of immigration and emigration but also a point which was dealt with in Chapter I, viz., segregation, i.e., the tendency for illiterates to drift into an illiterate rather than a literate community or age group. The immigrants come in in certain age groups; the more illiterate of them settle where there are other illiterates and so on. No doubt occupation type is partly responsible for this. The ultimate effect of it may be that the ages from which at present illiteracy is being rapidly eliminated will have a tendency to pick up some illiterates from outside as they advance but this is less likely to happen where the elimination is practically complete than where it has proceeded more slowly.

Since illiteracy is thus decreasing with age, down to age 10-14, at an undiminishing rate and since the ages manifestly mark off the dates at which each group was of school age, it follows the population at all ages will show a decrease in illiteracy proportional to the extent to which the persons, now in the older ages, are removed by death and replaced by the younger ages. This, of course, provided that no foreign elements with higher percentages of illiteracy are injected. Merely as a matter of interest, the present population 10 years of age and over is shown as it will appear, say, ten years from 1931 by showing the survivors at each age group by means of a life table and assuming (what will presently be shown to be highly probable) that each age retains its present percentage illiterate for the next ten years.

XVIII.—POPULATION WITH PROBABLE SURVIVORS AND PROBABLE NUMBER AND PERCENTAGE
ILLITERATE IN 1941, BY QUINQUENNIAL AGE GROUPS, CANADA, 1931

Age Group	Population, 1931	Probable Survivors, 1941	Probable Illiterates, 1941	
			No.	P.C.
10–14..	1,074,051	1,042,182	11,672	1·12
15–19..	1,039,591	1,112,380	12,458	1·12
20–24..	911,188	1,048,274	11,781	1·12
25–29..	786,281	1,008,403	15,832	1·57
30–34..	708,636	883,809	20,002	2·27
35–39..	688,463	757,975	22,740	3·00
40–44..	646,069	679,065	22,341	3·29
45–49..	585,211	652,145	23,934	3·67
50–54..	488,681	600,972	24,339	4·05
55–59..	367,025	528,446	24,097	4·56
60–64..	294,597	420,200	22,061	5·25
65–69..	231,134	289,950	18,934	6·53
70–74..	171,600	206,218	15,240	7·39
75–79..	98,620	134,982	12,202	9·04
80–84..	49,171	73,788	8,139	11·03
85–89..	19,129	24,655	3,082	12·50
90–94..	4,932	5,990	824	13·76
95–99..	1,073	1,148	177	15·42
100 and over...	163	170	32	18·82
Total[1] 10 years and over......................	8,165,851	9,470,749	269,947	2·85

[1]Stated ages only.

This means that if the schools in the ten years between 1931 and 1941 continue to do as well as they did in the five years prior to 1931 and if there is no injection of an illiterate immigrant element in the interval, the number illiterate in Canada should decrease from 309,000 to 270,000 by 1941 and the percentage illiterate from 3·79 to 2·85, an improvement of 25 p.c. in ten years brought about solely by age displacement. This draws attention to the great importance of this age displacement as an agent in removing illiteracy, from which follows that no matter how well the schools do, it is necessary to await this displacement before illiteracy is eliminated. It also follows that this elimination will be slower if the birth rate and death rate continue to go down.

Changes in Illiteracy between 1921 and 1931.—It should be clear now that a comparison between 1931 and 1921 does not represent the measure of the educational activities of the interval, but a combination of these, age displacement, the results of immigration and emigration and probably other factors. Thus it should be clear at the outset that the ages 20-24 in 1931 should not be compared with the same ages in 1921 but with the age group 10-14. With this in mind, Table 9 showing the illiteracy age for age in these two censuses should be interesting. The evidence of this table would lead to the conclusion that a retrograde progress was made in the interval. Thus the percentage illiterate at 20-24 in 1931 was 2·27 whereas that of the 10-14 in 1921 was 2·03; 25-29 was 3·00 in 1931 whereas 15-19 was 2·75 in 1921 and so on. If we relied solely on this evidence we would conclude that a certain amount of the progress made in the schools is lost in the next ten years, but this seeming retrogression could easily be due to the·influx of an illiterate element in the interval.

Indications of Improvement or Retrogression after Passing School Age.—Now it is an important point to settle—whether, after school age is passed, there are indications of improvement or retrogression in illiteracy. An attempt was made to examine this point. The population of 1921 was sealed in quinquennial groups from five years upwards. The expected survivors of each age of this population in 1931 were then calculated from a life table. Of course the 1921 population at 5-9 would be 15-19 in 1931 and so on. The illiteracy of each age group in 1921 was assumed to be the illiteracy of their survivors ten years older in 1931. This would correspond with the actual illiteracy of each group in 1931 if there were no improvement or retrogression. The actual illiterate in 1931 is shown in Table 10 against the expected illiteracy.

The first group, i.e., those who were 5-9 in 1921, had a percentage illiteracy of 35·67 in 1921 and 1·57 in 1931. All, or nearly all, of this improvement was effected by the schools in the interval. It would seem from this that before the age of 10, the illiteracy of the population is reduced from total illiteracy to 35·67 p.c., i.e., 64·33 p.c. of the population is made literate. In the next ten years this 35·67 is reduced to 1·57, i.e., another 34·10 p.c. are rendered literate. The population is

now past school age. After this age there is no evidence of a further reduction of illiteracy; on the contrary there are as many indications of retrogression as of advancement. The result is that for all ages the actual percentage illiterate is almost exactly the same as the expected percentage, viz., 4·64 as compared with 4·68. There are many points in the table which are difficult to understand. The actual illiteracy at the older ages, i.e., over 50 years of age is worse than expected; between 30 and 49 it is better than expected and between 20 and 29 it is again worse than expected. It is true that there was a large element of new population between the ages of 20 and 29, the age at which outward and inward movement of the population is heaviest. The figures show an expected population at this age of 1,675,628 as compared with an actual of 1,608,252 but this does not tell the whole story. There are evidences of heavy emigration in the early part of the decade and this emigration would be largely from the 20-24 age group resulting in a heavy displacement in the population 25-29 by 1931. The figures of the census of years of arrival of the immigrant population are shown in Table 11.

From Table 11 we find that ages 20-29 contained over 238,000 of a new element whose illiteracy was not included in the illiteracy expected from the 1921 population. Incidentally the immigrant arrivals throughout the whole range of ages illustrate one of the reasons why the expected and actual illiteracy are different. As to the retrogressive condition of the Canadian population 50 years of age and over, there is no certain explanation, merely conjecture. It is possible, of course, that there was a lapse from literacy to illiteracy on the part of the same persons, but this is only surmise. There are also possibilities that the ages are not accurately stated, e.g., that the person who gave the age of 40 in 1921 did not give the age of 50 in 1931. The effect of this, however, would be the opposite of what is shown in Table 10, for it is well-known that up to, say, the age of 40, there is a tendency to under-state the age and after the age of, say, 65, to over-state the age. Now if persons who gave any age between 30 and 34 in 1921 gave an age between 35 and 39 in 1931 instead of the correct age, this would tend to show this age group more illiterate than it actually was because it really contained older and hence more illiterate persons than it seemed to contain. But the table shows persons 35-39 as less illiterate than expected. On the other hand if persons 60-64 in 1921 showed 75-79 instead of 70-74 in 1931, this would tend to make the group 75-79 less illiterate than it actually was because it contained a younger or less illiterate group. The table, however, shows the age 75-79 as more illiterate than expected. Again, it is possible that the literate persons state their age accurately while the illiterate persons, being unfamiliar with numbers, state it inaccurately, but we have evidence that this is not probable. The tendency to round numbers instead of exact numbers is nearly as prevalent among the educated as the uneducated. This leaves us with the phenomenon of the person 30-49 being less and those over 50 being more illiterate than expected, further from explanation than ever. It is not likely immigration and it is not likely age mis-statement. The ideas of genuine self-improvement in the case of the persons 30-49 and a genuine lapse in that of those 50 and over are inacceptable. It may be a spurious improvement and lapse, i.e., the persons 30-49 may have been boasting and the older persons self-depreciating. This is probable. That persons aged 20-29 are not similarly inclined to boast may be hidden by the fact that this age group contains so many new-comers who are genuinely illiterate.

Improvement in Illiteracy in the Different Provinces, 1921-1931.—The improvement in illiteracy in the ten years in the different provinces is shown in Table 12, by sex and such comparable age grouping as was available from the manner of tabulation of the material.

It will be seen that, generally speaking, a marked improvement pervaded all the age groups in all the provinces. There were strange lapses between 15 and 34 among the females of Prince Edward Island and at ages 20-34 and 65 and over among the males of New Brunswick. It is also remarkable that New Brunswick which showed the greatest illiteracy in 1921 showed next to the least degree of improvement. The improvement in the four western provinces is striking. The fact that it was greater among females than males is at least partly due to the higher percentages illiterate among females than males in 1921. The foreign females in these provinces are more rapidly finding the level of females throughout Canada. With the same degree of improvement in the next ten years, illiteracy in these provinces would be practically negligible by 1941. The same is true of the females of Quebec. Speculation like this may be useless but none the less interesting. If in the next twenty years the improvement continued to be as great as between 1921 and 1931 the percentage illiterate in each province would be as follows:—

XIX.—ESTIMATED ILLITERACY RATE, BY SEX, FOR THE PROVINCES OF CANADA, 1951, IF THE
PERCENTAGE RATE OF IMPROVEMENT OF 1921-1931 CONTINUED TO OBTAIN

Province	Estimated Illiteracy Rate, 1951		Improvement in Illiteracy between 1921 and 1931	
	Males	Females	Males	Females
	p.c.	p.c.	p.c.	p.c.
Prince Edward Island	2·13	1·41	13·45	14·90
Nova Scotia	3·54	1·50	12·30	22·44
New Brunswick	7·77	3·11	5·30	15·76
Quebec	2·95	0·79	20·79	27·53
Ontario	0·97	0·93	24·30	20·09
Manitoba	Nil	Nil	37·50	30·76
Saskatchewan	0·98	Nil	26·80	33·62
Alberta	Nil	Nil	33·98	33·61
British Columbia	Nil	0·27	38·80	31·66

Of course it is not expected that the above will happen but it is interesting as showing the trend.

IMPROVEMENT IN 1921-1931 AMONG DIFFERENT CLASSES OF THE POPULATION

Rural and Urban, Male and Female.—It is, of course, important to know what classes of the population show the greatest improvement. In the first place we compare the rural and urban residents. This, again, is not so much a matter of comparing places as comparing classes of people, for there are considerable differences in the class composition of the rural and urban populations. Not only are greater difficulties experienced in providing school accommodation in rural than in urban, but more illiterate classes are apt to settle in rural districts from abroad or the literate are more apt to leave the rural for the urban. In the comparison shown below, all ages 10 and over are used instead of age groups. It will be clear by this time that the comparison by all ages instead of by individual groups is a complex of many things which could be better analysed by comparing group with group than 1921 with 1931. Table 13 is a summary of all these conditions and further conditions which have not yet been examined, viz., the Canadian born, the British born and the foreign born.

The number of cases in which urban illiteracy increased between 1921 and 1931 is unexpectedly large. No doubt part of this is due to the movement of the rural population to urban residence in the period. It will be noticed, however, that, for Canada as a whole, rural and urban illiteracy in the case of both males and females showed decided decreases. The illiteracy of the whole population decreased from 5·10 in 1921 to 3·79 in 1931 or 1·31 points. It is interesting to see how much of this decrease was due to the change in the distribution of the population as between rural and urban and males and females. With the illiteracy of 1931 in each class and the proportion rural and urban, males and females of 1921, the general illiteracy of 1931 would have been 3·92 p.c., i.e., illiteracy in the ten years decreased (5·10—3·92) or 1·18 p.c. by virtue of the decrease in illiteracy of each class. This leaves 0·13 p.c. or one-tenth of the total decrease as due to a more urban and more female population. This is unimportant and it is easily seen that by far the more important element in the improvement is the lowering of illiteracy within the rural and urban and male and female classes. This is seen particularly in the improvement in these classes in the Prairie Provinces. The importance of age as a factor in the improvement in these classes is so obvious that it is not worth while measuring it.

Canadian, British and Foreign Born.—One of the most important aspects of the illiteracy situation, as discussed in Chapter I, was the potentiality of elimination through the agency of segregation. Already in the present chapter it has been seen how the segregation by ages has led to improvement not only in the decade but over many years. There is a further segregation by race, and especially by birthplace. The illiteracy imported from abroad was seen in Chapter I to be the greatest single element in the illiteracy of Canada. The principal method by which the race and birthplace segregation can be eliminated is by the displacement of the foreign born of illiterate peoples by Canadian born. Table 13 shows the extent to which this has been carried out in the decade.

If, for the sake of illustration, we take the males in all Canada, it is easily seen that if there were a larger proportion of Canadian and British in 1931 than in 1921, this would automatically reduce the illiteracy for all males. The comparative rural male populations 10 years of age and over were as follows:—

XX.—NUMBER AND PERCENTAGE OF THE RURAL MALE POPULATION 10 YEARS OF AGE AND OVER AND PERCENTAGES ILLITERATE, BY NATIVITY, CANADA, 1931 AND 1921

Nativity	Rural Male Population 10 Years and over					
	Population in Class		P.C. of Total		P.C. Illiterate	
	1931	1921	1931	1921	1931	1921
TOTAL..	2,025,105	1,793,785	100·00	100·00	6·10	7·72
Canadian born..................................	1,492,294	1,309,164	73·69	72·98	6·41	7·99
British born....................................	215,264	205,456	10·63	11·46	0·72	1·00
Foreign born....................................	317,547	279,168	15·68	15·56	8·29	11·44

If the distribution as between nativity classes had remained the same in 1931 as in 1921, each class having the illiteracy of 1931, the illiteracy of all classes would have been 6·05 p.c. instead of 6·10 p.c. Thus the proportions of the three classes were more unfavourable in 1931 than in 1921 and the improvement was entirely due to the improvement within the classes themselves.

Races.—As already mentioned, race is the predominant factor in Canadian illiteracy. Table 14 shows the illiteracy of persons 10 years of age and over by racial origin in 1931 and 1921. It is particularly illuminating because it also divides each race into British (Canadian and other British) and foreign born.

It is seen in this table that out of 272,796 illiterates (exclusive of Indians in the Yukon and Northwest Territories) only 38,731 or less than one-seventh were British races. If we take together the British, Scandinavians and Dutch, we have only 43,175 or less than 16 p.c. of the illiterates although they comprise over 58 p.c. of the population 10 years of age and over. In this table the nativity classes are only two, viz., British (including Canadian) and foreign born. In the case of all races except the British themselves, the French and the Negroes, the illiteracy of the foreign born was greater than of the British born. In the case of almost every race there was decided improvement between 1921 and 1931, the exceptions being the foreign-born British races and Dutch, the unspecified European and Asiatic races and the unspecified of all races. There is no great significance in the lapses of the unspecified groups as it is not certain whether they included the same races in 1921 and 1931. This refers only to both sexes. In the case of males there were lapses also among the Czechs and Slovaks and the foreign-born Dutch and Norwegians and the foreign-born Negroes. The lapse among the unspecified Asiatic races was very great, but this may be due to change in classification. The females of the different races were much freer from lapses than the males. The improvement among the foreign-born females of European races was greater than among the males. It would be interesting to measure the improvement or the contrary to the general illiteracy due to changes in racial distribution, but it seems hardly worth while making this calculation, especially as this improvement is tangled up with sex, nativity and age distribution. What seems of importance is that the improvement was so general. Taking all races the difference between the British- and foreign-born (rates of) illiteracy decreased from 8·75 p.c. in 1921 to 6·05 p.c. in 1931; in the case of European races from 7·28 p.c. to 4·45 p.c.; in the case of the Asiatic races, from 24·79 p.c. to 13·58 p.c. This is another direction of improvement. The more illiterate foreigners are catching up to the less illiterate British, although they have as yet a long way to go. One is impressed by the numerous ways in which illiteracy is being reduced. However, the possibility must not be lost sight of that the greater fertility of non-British races may bring about a retrograde condition in the population as a whole before these races have caught up to the British in the matter of literacy. It is doubtful that the racial distribution was in this respect as favourable in 1931 as in 1921.

Population from Various Countries of Birth.—No tabulation of illiteracy by birthplace was made in 1921; consequently, in Table 15, to make a comparison between 1921 and 1931, the illiteracy of the foreign born of the race corresponding to each birthplace is shown as well as the illiteracy by the actual country of birth in 1931. This, of course, is not an exact means of comparison but it is interesting.

The table is somewhat of a miscellany since it takes in the illiteracy of the provinces of birth in 1931 with no corresponding figures for 1921. It is interesting to compare the illiteracy of the Canadian born living in the different provinces with that of the persons born in these provinces, some of whom live elsewhere in Canada as follows:—

XXI.—PERCENTAGES ILLITERATE OF THE CANADIAN-BORN POPULATION 10 YEARS OF AGE AND OVER LIVING IN THE PROVINCES COMPARED WITH THE SAME PERCENTAGES BORN IN THE PROVINCES, CANADA, 1931

Province	P.C. Illiterate of Canadian Born 10 Years and over	
	Living in Province	Born in Province
Prince Edward Island	2·62	2·46
Nova Scotia	4·13	3·78
New Brunswick	7·14	6·59
Quebec	4·88	5·05
Ontario	1·93	1·60
Manitoba	2·50	2·49
Saskatchewan	2·41	2·92
Alberta	2·73	3·54
British Columbia	3·87	6·19

East of Saskatchewan it is evident that those moving out of the provinces are much less illiterate than those remaining; west of Manitoba the contrary holds. Age distribution and industry have, no doubt, a great deal to do with this phenomenon. As for other countries of birth, the comparison between 1921 and 1931 is so indirect that it has general interest only. Still, most of the foreign born of the various races (certain races excepted) are from the corresponding country of birth. However, the improvement shown in the table may be largely due to the schools of Canada, since the figures include persons of school age.

Nativity of Parents and Illiteracy.—A short statement on this point is all that is warranted by the data in as much as the illiteracy of Canadian born of Canadian-born parents is raised unnaturally by including Indians.

Percentage illiterate 10 years and over in 1931 of the Canadian born with:—

Both parents Canadian born	4·51
Both parents British born	0·76
Both parents foreign born	1·58
Father Canadian, mother British	0·73
Father Canadian, mother foreign	1·56
Father British, mother Canadian	0·94
Father British, mother foreign	0·70
Father foreign, mother Canadian	1·95
Father foreign, mother British	0·79
Parentage not stated	17·83

It will be noticed that the British, pure or mixed, lower the illiteracy in every case while the Canadian raise it.

Improvement by Geographical Areas.—The smallest geographical areas for which illiteracy data were tabulated were the counties and individual cities and towns. For the counties we have illiteracy for all classes 10 years of age and over as shown in Table 16 with the exception of British Columbia, the areas of whose census divisions was not comparable in 1921 and 1931. Statement XXII is a summary of the illiteracy of the counties for rural parts only. This summary arranges the 205 counties of 1921 and 209 of 1931 in illiteracy classes and shows the number of counties in each class in 1921 with the percentage illiterate and the percentage illiterate of the same counties in 1931. The number of counties in the same class in 1931 with the percentage illiterate in 1931 and 1921 is also shown. The summary shows not only the improvement in the decade but also how far segregation of illiteracy has proceeded.

XXII.—PERCENTAGES ILLITERATE OF THE RURAL POPULATION 10 YEARS OF AGE AND OVER, CANADA (EXCLUSIVE OF BRITISH COLUMBIA), BY COUNTIES OR CENSUS DIVISIONS, 1931 AND 1921

Intervals of Percentage Illiterate	No. of Counties, 1931	Average Illiterate, 1931	Average Illiterate, Same Counties, 1921	No. of Counties, 1921	Average Illiterate, 1921	Average Illiterate, Same Counties, 1931
		p.c.	p.c.		p.c.	p.c.
Less than 1 p.c.	7	0·79	0·92	7	0·85	0·86
1 and less than 2	32	1·46	1·64	25	1·47	1·37
2 " " " 3	30	2·52	3·43	27	2·44	2·29
3 " " " 4	17[1]	3·47	4·53	15	3·52	3·17
4 " " " 5	17	4·50	5·33	31	4·53	3·71
5 " " " 6	24[1]	5·50	6·62	12	5·67	4·80
6 " " " 7	21	6·51	8·43	16	6·57	5·59
7 " " " 8	18[2]	7·43	9·46	13	7·53	5·52
8 " " " 9	13	8·37	11·54	10	8·42	6·81
9 " " " 10	6	9·42	11·60	13	9·62	7·37
10 " " " 11	2	10·26	11·60	10	10·27	6·86
11 " " " 12	3	11·38	16·20	7	11·25	8·50
12 " " " 13	1	12·66	19·72	4	12·51	8·35
13 " " " 14	4	13·60	17·21	1	13·55	6·07
14 " " " 15	3	14·26	21·47	-	-	-
15 " " " 16	2	15·04	25·74	4	15·42	11·98
16 " " " 17	-	-	-	3	16·69	9·05
17 " " " 18	2	17·34	18·06	4	17·35	13·77
18 " " " 19	1	18·19	36·29	4	18·27	11·89
19 " " " 20	1	19·94	23·21	1	19·72	12·66
20 " " " 21	2	20·23				
21 " " " 22	1	21·95	49·04	2	21·22	15·42
22 " " " 23	-	-	-	1	23·21	19·94
23 " " " 24	-	-	-	1	24·28	24·53
24 " " " 25	1	24·53	24·28	2	24·25	14·38
25 " " " 26	-	-	-	1	25·22	18·19
26 " " " 27	-	-	-	1	26·29	18·19
36 " " " 37	-	-	-	1	36·29	18·19
49 " " " 50	-	-	-	1	49·04	21·95
51 " " " 52	1	51·96	58·26	-	-	-
58 " " " 59	-	-	-	1	58·26	51·96

[1]Not shown in 1921.
[2]Montreal and Jesus Islands are shown combined here for purposes of comparison with 1921; elsewhere shown separately.

First as to the facts of improvement in the rural population: in all classes there was a marked improvement in the ten years, county for county, except the class which had less than 1 p.c. illiterate in 1921. In the 7 counties in this class there was a slight rise, but in the 7 counties which had less than 1 p.c. illiterate in 1931 there was a definite improvement. The number of counties with more than the present percentage illiterate in Canada (3·79 for Canada as a whole) were reduced from 131 in 1921 to 123 in 1931 and those with less than the present illiteracy increased from 74 in 1921 to 86 in 1931, *i.e.*, 12 counties or census divisions were added to the low illiteracy class. The number of counties with 10 p.c. illiterate or more were reduced from 46 in 1921 to 24 in 1931, an improvement of almost 50 p.c. The number with an illiteracy rate of 20 p.e. or more was reduced from 9 in 1921 to 5 in 1931. Thus geographically a very appreciable improvement was effected.

The segregation of illiteracy in the interval can be illustrated by a chart showing how the illiteracy above the average was crowded into fewer counties in 1931 than in 1921. From Chart 7 it appears that the greatest change took place in counties with 10 p.c. illiterate and over. It is clear, however, that even in 1931 illiteracy was rather widespread geographically, for 123 out of the 209 shown had more than the average illiteracy.

The urban illiteracy rates for cities of 30,000 and over—for the population as a whole and for the Canadian born—are shown in Table 17.

Comparison of Immigrants of Various Years of Arrival.—A comparison between the immigrants arriving at different years is misleading because the earlier immigrants are now older and *ipso facto* more illiterate than the later ones. Accordingly a correction must be made for this error before the comparison is adequate. Statement XXIII is first shown in its crude state before such corrections are made. It will be seen that in the case of the British born there are no marked differences in the different arrivals except in the case of those arriving before 1901, all of whom would be over 30 years of age in 1931. In the case of the foreign born there would seem to be a tendency for the more recent arrivals to be more illiterate than the earlier, except, of course, the pre-1901 arrivals. However, this cannot be decided until a correction has been made.

Chart 7

GEOGRAPHICAL SEGREGATION
OF
ILLITERACY FOR RURAL CANADA
(Exclusive of British Columbia)
1931–1921
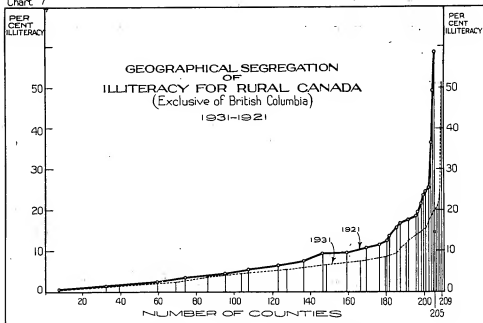
XXIII.—NUMBER AND PERCENTAGE ILLITERATE OF THE IMMIGRANT POPULATION 10 YEARS OF AGE AND OVER, BY NATIVITY, YEAR OF IMMIGRATION AND SEX, CANADA², 1931

Year of Immigration	Illiterates 10 Years of Age and over					
	Total Immigrant		British Born¹		Foreign Born	
	No.	P.C.	No.	P.C.	No.	P.C.
Both sexes	98,712	4·42	6,714	0·57	91,998	8·65
1926-1931	22,143	5·51	682	0·45	21,461	8·62
1921-1925	7,746	2·91	568	0·38	7,178	6·06
1916-1920	4,062	2·07	496	0·42	3,566	4·52
1911-1915	18,901	3·98	986	0·37	17,915	8·67
1901-1910	28,627	4·57	1,642	0·49	26,985	9·22
Before 1901	16,360	6·38	2,167	1·52	14,193	12·46
Not stated	873	11·11	173	4·17	700	19·10
Male	52,938	4·21	3,734	0·60	49,204	7·73
1926-1931	13,014	5·36	390	0·46	12,624	7·96
1921-1925	3,344	2·34	291	0·39	3,053	4·52
1916-1920	2,214	2·42	236	0·48	1,978	4·61
1911-1915	10,372	4·02	501	0·37	9,871	7·92
1901-1910	15,129	4·09	970	0·49	14,159	8·02
Before 1901	8,304	5·70	1,252	1·53	7,052	11·03
Not stated	561	13·15	94	4·21	467	22·96
Female	45,774	4·51	2,980	0·55	42,794	10·02
1926-1931	9,129	5·75	292	0·43	8,837	9·77
1921-1925	4,402	3·57	277	0·38	4,125	8·11
1916-1920	1,848	1·76	260	0·38	1,588	4·41
1911-1915	8,529	3·93	485	0·36	8,044	9·82
1901-1910	13,498	5·32	672	0·49	12,826	11·05
Before 1901	8,056	7·28	915	1·51	7,141	14·27
Not stated	312	8·80	79	4·12	233	14·29

¹Including 9,535 returning Canadians, of whom 516 or 5·41 p.c. were illiterate.
²Nine provinces only.

In making a correction for age we have the age distribution of immigrants by year of arrival, but not age and illiteracy. If, therefore, we find the illiteracy expectations of each arrival class by assuming the illiteracy of Canada at each age for every class, we have a correcting factor (see Table 18).

The comparative percentages illiterate for the different years of arrival when thus corrected for age are:—

1926-31	5·51
1921-25	2·68
1911-20	2·62
1901-10	2·01
Before 1901	2·72

There does not appear to be any significant difference between the various dates of arrival except in the case of the last five years. There is no doubt that these were the most illiterate class and Statement XXIII shows that this applies only to the foreign born. The Census of Wage-Earners and Unemployment also shows that the arrivals of this period showed the greatest amount of unemployment. This in turn could be associated with their occupation class. In other words, the *class* of immigrants arriving in 1926-31 was more illiterate than the classes arriving in former years. This is a very important point in the consideration of whether or not illiteracy can be eliminated.

CHAPTER IV

SOCIAL AND ECONOMIC CONCOMITANTS OF ILLITERACY

Introduction.—The Census of 1931 tabulated a mass of material which enables us for the first time to obtain direct information on the status or behaviour of the illiterate person as compared with the literate. In earlier censuses a study of this kind had to depend upon inferences, e.g., if the illiterate person lived in a remote or isolated area, if he belonged to a certain race, if he was an old person, if he lived in a province more illiterate than other provinces and so on, this had to serve the purpose of explaining his illiteracy and his behaviour had to be inferred. There are obvious dangers attending such inferences. If drawn with care and skill, there is no doubt that they have a high degree of probability, but the average person wants direct evidence. There is always room for argument as to whether the person in a remote locality is illiterate because he is in that locality or was illiterate before he went there; that he is illiterate because he belonged to a certain race or that that particular race happened to be placed in an environment where school opportunities were lacking and could not help itself and so on. Furthermore, the question is always open as to whether or not illiteracy has any bearing upon the person's behaviour or economic status.

In the Census of 1931 there are two main sources of information on these points: (1) the family composition of families with illiterate heads as compared with those with literate heads, also the earnings of these families; (2) illiteracy among individuals other than heads as associated with occupation and earnings. In addition to this there is a mass of information on illiteracy pertaining to persons in benevolent, penal and mental institutions. Sufficient material is available therefore, to build up a fair concept of what illiteracy signifies.

SOCIAL ASPECTS OF ILLITERACY

The Family Composition.—The tabulation on families shows the number of families and family heads, the number of persons living at home including own children, guardianship children (children being classified by age as "all ages", 7-14 and 15 and over) and other dependents. They also show children gainfully occupied with their earnings, whether the family lives in an owned home, in a home rented at first hand, in a subrented home or as free tenants. The family heads for which all this information is obtained, are divided into nine classes: (1) families with two married heads living together; (2) with one married head, the wife absent; (3) with one married head, the husband absent; (4) with widower head; (5) with widow head; (6) with divorced male head; (7) with divorced female head; (8) with single male head, and (9) with single female head. The information covers the illiteracy of the head, that of the own children 7-14 years of age and that of the own children 15 years and over. In Canada in 1931 the number of persons 15 years of age and over who were illiterate was 297,386 and the heads and their own children in all family tables account for 214,796 of these illiterates. The remaining 82,590 illiterates were dependents other than own children and persons not connected with families such as unmarried roomers, institutional cases, persons employed in institutions, domestic servants, etc.

The tabulations show the composition of the families of literate and illiterate persons according to the following categories: (1) the number with own children living at home; (2) the number with guardianship children; (3) the number of own children, all ages 7-14 and 15 and over; (4) the same for guardianship children; (5) the number of dependents other than children, husbands and wives. These are shown separately for literates and illiterates, first for families with two married heads, in Table 19.

Greater proportions of children under 7 may be taken among other things as evidence of younger parents, so that on the whole the cases where both father and mother are literate belong to the youngest class, and where both are illiterate to the oldest. Of the own children, 33·8 p.c. of the children with both parents literate are under 7, 29·6 p.c. in the class with wife illiterate, 29·4 p.c. with husband illiterate and 26·8 p.c. where both are illiterate. This in turn may explain

why the class with both parents illiterate has a smaller number of children living at home per family and a larger number of guardianship children (who may be grandchildren) than the other illiterate classes. The both literate class has the largest number of dependents other than children and the smallest number both of own and guardianship children. The both illiterate have the largest proportion of those without own children. It remains now to compare the other literate and illiterate classes by marital condition.

In order to see clearly the differences between the literate and illiterate classes, it is necessary to take each aspect by itself. Since the ages of the children merely indicate the probable ages of the parents and in this way indicate one of the causes of illiteracy, the chief subjects of comparison are: (1) the number without dependents; (2) the number with own children; (3) the number with guardianship children, and (4) the number with other dependents. These will be arranged as follows:—

XXIV.—PERCENTAGES OF FAMILIES WITHOUT DEPENDENTS AND FAMILY COMPOSITION FOR (a) ALL FAMILIES AND (b) FAMILIES WITH CHILDREN OR OTHER DEPENDENTS, BY MARITAL STATUS AND LITERACY STATUS OF HEAD, CANADA, 1931

| Marital Status of Head | P.C. without Dependents | | No. per Family of | | | | | |
| | | | Own Children | | Guardianship Children | | Other Dependents | |
	Literate Head	Illiterate Head	Literate Head	Illiterate Head	Literate Head	Illiterate Head	Literate Head	Illiterate Head
ALL FAMILIES								
Two married heads—								
Both literate	1	1	2·28	–	0·031	–	0·036	–
Wife illiterate	1	1	–	2·97	–	0·049	–	0·030
Husband illiterate	1	1	–	3·15	–	0·055	–	0·036
Both illiterate	1	1	–	2·49	–	0·069	–	0·028
One head only—								
Married male head	0·64	0·71	0·71	0·62	0·010	0·019	0·052	0·028
Married female head	0·14	0·18	1·84	2·15	0·031	0·055	0·023	0·018
Widowed male head	0·35	0·38	1·49	1·50	0·033	0·061	0·055	0·041
Widowed female head	0·28	0·27	1·60	1·63	0·052	0·10	0·034	0·020
Divorced male head	0·63	0·65	0·58	0·59	0·014	–	0·050	0·019
Divorced female head	0·22	0·17	1·43	1·77	0·014	0·015	0·030	0·043
Single male head	0·87	0·68	0·0001	0·0002	0·032	0·045	0·14	0·043
Single female head	0·83	0·72	0·15	0·18	0·066	0·096	0·13	0·11
FAMILIES WITH CHILDREN OR OTHER DEPENDENTS								
Married male head	–	–	1·94	2·12	0·043	0·066	0·14	0·086
Married female head	–	–	2·16	2·63	0·36	0·80	0·027	0·022
Widowed male head	–	–	2·29	2·41	0·050	0·098	0·10	0·066
Widowed female head	–	–	2·13	2·23	0·070	0·14	0·045	0·027
Divorced male head	–	–	1·55	1·68	0·035	–	0·13	0·055
Divorced female head	–	–	1·83	2·13	0·018	0·018	0·039	0·055
Single male head	–	–	0·001	0·002	0·25	0·37	1·07	1·03
Single female head	–	–	0·089	0·04	0·40	0·35	0·77	0·39

¹ Figures not available.

It will have become apparent that there is good reason for comparing the different attributes by marital status, since evidently this has a considerable bearing upon these attributes. In the illiterate class has invariably more per family than the literate, the largest number being in families with two married heads with the wife illiterate; in the case of the one-head family the largest number of children belongs to the family with an illiterate married female head, the husband absent. A most striking case is the number of own children to single females, the illiterate females showing over seven times as many as the literate, counting only those families with dependents; if we reckon the number per family on the basis of those without as well as with children, the illiterate single female has about twelve times as many children per family as the literate, *i.e.*, not only have such single illiterate females as have children more children but there are more of the illiterate who have some children, than of the literate. Thus there seems to be a connection between illiteracy and illegitimacy but before deciding the sense in which this connection is to be interpreted it is well to remember that there is also an unmistakable connection between illiteracy and size of family. This is true when this size is made up of guardianship children as well as own

children. At the same time it is evident that the literate classes show greater proportions of dependents who are not children than the illiterate classes. Illiteracy seems to be decidedly favourable to multiplicity of children, but the "how" and the "why" are not clear. The question is important enough to justify deeper probing. Does the larger number of own children among illiterate single females shown above hold under different conditions, or is it probably a matter of class, i.e., is it probable, since the illiterate persons are of different racial and occupational groups from the literate, that illegitimacy is a characteristic of that class rather than of illiteracy? The following statement shows the number of own children, literate and illiterate, to single female heads of family for rural and urban, by size groups, Canadian, British, United States and other foreign born in 1931.

XXV.—NUMBER OF SINGLE FEMALE HEADS OF FAMILIES, NUMBER OF OWN CHILDREN AND NUMBER PER 10,000 SINGLE FEMALE HEADS, BY NATIVITY AND LITERACY OF HEAD, RURAL AND URBAN BY SIZE GROUPS, CANADA, 1931

Nativity	No. of Single Female Heads		No. of Own Children			
			Of Single Female Heads		Per 10,000 Single Female Heads	
	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate
TOTAL	40,209	479	598	84	149	1,754
Rural—						
Canadian born	7,168	283	247	64	345	2,261
British born	832	4	30	2	361	5,000
United States born	274	—	24	—	876	—
European born	184	17	24	4	1,304	2,353
Born elsewhere	6	1	—	—	—	—
Urban, 30,000 and over—						
Canadian born	15,342	56	74	3	48	536
British born	3,432	5	39	—	114	—
United States born	762	1	2	—	26	—
European born	519	16	19	5	366	3,125
Born elsewhere	35	5	2	1	571	2,000
Urban, 1,000-30,000—						
Canadian born	8,242	52	82	1	99	192
British born	841	6	17	—	202	—
United States born	291	1	8	—	275	—
European born	128	4	7	1	547	2,500
Born elsewhere	9	—	—	—	—	—
Urban, under 1,000—						
Canadian born	1,834	23	19	2	104	870
British born	154	1	1	—	65	—
United States born	105	—	1	—	95	—
European born	50	4	2	1	400	2,500
Born elsewhere	1	1	—	—	—	—

Class for class it is indisputable that the illiterates show many times as much illegitimacy as the literates, but undoubtedly the class has a great deal to do with it. Of course we cannot trust the proportions based upon very small numbers, but it is clear that the literates of the European born in cities over 1,000 show more illegitimacy than the illiterates of the Canadian born and that rural shows more than urban.

A number of features serve to complicate the problem of comparison. One, in particular, is the incomparability in number between the literate and illiterate families with single female heads, the latter being much smaller. This tends to under-statement of illegitimacy in illiterate families. Thus there are only 7 families of illiterate single females among those "born elsewhere". Even 1 own child to these families would mean a ratio of 1,429 per 10,000, i.e., higher than any rate among the literates. The effects of size may be gathered by comparing the proportion of families of single female heads as a percentage of all families among the literates and illiterates as follows:—

	Literate heads	Illiterate heads
Total families	2,268,196	151,164
Families with single female head	40,209	479
Families with single female head as percentage of all families	1·77	0·32

Thus for every illiterate single female head per 100 families in the population there are 5·53 literate female heads. The literate single female heads are looking after themselves or dependents other than children to more than five times the extent that illiterate single females are; whereas an appreciable share of the reason why the illiterate single females are family heads at all is because they have children of their own. Thus the figures give no idea of the prevalency of illegitimacy among the literate and illiterate females of the population as a whole in contradistinction to family heads. The family figures are a complex of many things including illegitimacy and capacity or willingness to assume family responsibilities. Taking a general view of the data of this section there seems to be little doubt that illiterate heads as a class show more evidences of illegitimacy per family, smaller proportions undertaking responsibilities for dependents other than children and more evidences of illegitimacy than literate heads.

Marital Condition of Illiterates.—In 1931 there were, in all, 2,419,360 families representing 9,346,195 persons, *i.e.*, the persons who will now be studied under illiteracy and literacy status will account for the total population of Canada less some 1,030,600 who were not included in families for reasons already given. In the families were, of course, 2,419,360 "heads", *i.e.*, what might be called economic heads, but if we consider both husband and wife as heads, the families mentioned had 4,276,465 male and female heads, *i.e.*, there were 2,419,360 economic heads and 1,857,105 help-mates. Of the number of families with one head only, 270,312 were families of only one person, while in the case of families with two heads, 1,412,157 or 76 p.c. had children living at home.

The heads thus described were divided as follows:—

XXVI.—FAMILIES, BY MARITAL AND LITERACY STATUS OF HEAD AND NUMBER AND PERCENTAGE ILLITERATE, CANADA, 1931

Marital and Literacy Status of Head	No. of Families	No. of Heads in Marital Class	Illiterate Heads in Marital Class	
			No.	P.C.
TOTAL	2,419,360	4,276,465	190,198	4·45
Literate	2,268,196	4,086,267		
Illiterate	151,164	190,198		
Two married heads	1,857,105	3,714,210	159,714	4·30
Both literate	1,736,425			
Wife illiterate	32,010			
Husband illiterate	49,636			
Both illiterate	39,034			
One married male head	53,657	53,657	4,067	7·58
Literate	49,590			
Illiterate	4,067			
One married female head	49,656	49,656	1,917	3·86
Literate	47,739			
Illiterate	1,917			
Widowed male head	92,612	92,612	8,243	8·90
Literate	84,369			
Illiterate	8,243			
Widowed female head	193,013	193,013	10,907	5·65
Literate	182,106			
Illiterate	10,907			
Divorced male head	1,961	1,961	54	2·75
Literate	1,907			
Illiterate	54			
Divorced female head	2,184	2,184	66	3·02
Literate	2,118			
Illiterate	66			
Single male head	128,484	128,484	4,751	3·70
Literate	123,753			
Illiterate	4,751			
Single female head	40,688	40,688	479	1·18
Literate	40,209			
Illiterate	479			

The order of the percentages illiterate by class of head is interesting:—

1. Single female	1·18	6. Two married heads	4·30
2. Divorced male	2·75	7. Widowed female	5·65
3. Divorced female	3·02	8. One married male	7·58
4. Single male	3·70	9. Widowed male	8·90
5. One married female	3·86		

This order, however, is not very significant and probably not deserving of further analysis, for it becomes obvious that the order is also one of age, e.g., the widowed male is probably the oldest and the single female is probably the youngest or nearly the youngest in the group. We have already seen that the older the person the more illiterate he is apt to be. We could easily prove this by correcting the list for age, since we know the age by conjugal condition, but it does not seem to be worth while. The illiteracy of the one married male head, however, cannot be thus explained away and seems to deserve attention.

What seems to be worth while analysing is the distribution of the 4,086,267 literate and the 190,198 illiterate heads according to marital state as follows:—

XXVII.—PERCENTAGES OF TOTAL LITERATE AND ILLITERATE HEADS OF FAMILIES IN EACH MARITAL CLASS, CANADA, 1931

Marital Status of Head	Percentage of Total Number of Heads of Families	
	Literate	Illiterate
TOTAL	100·00	100·00
Two married heads	86·99	83·97
One married male	1·21	2·14
One married female	1·17	1·01
Widowed male	2·06	4·33
Widowed female	4·46	5·73
Divorced male	0·047	0·028
Divorced female	0·052	0·035
Single male	3·03	2·50
Single female	0·98	0·25

While the undue share of the widowed claimed by the illiterates may have something to do with age, it is obvious that the above figures are significant. Thus the literate element has a larger proportion of single persons undertaking family responsibilities (this, of course, means that they take responsibilities for dependents other than their own children) than the illiterate element. On the other hand, the illiterate element has a larger proportion than the literate, of males living apart from their wives. That this is not the case with female married heads with their husbands absent might be explained by the probability that these absent husbands may be absent merely temporarily and still supporting the family; it is difficult to imagine this as true in the case where the wife is absent. The literates have a greater share of divorcés than the illiterate, which is not difficult to understand.

Taking the foregoing figures into consideration, it appears obvious that the literate and illiterate classes show a marked distinction in marital status.

Size of Families.—The next step in comparing the literate and illiterate elements is to analyse the size of families. This, of course, may have two opposite aspects. In the case of the larger family the head is shouldering greater responsibility; on the other hand, the larger family may be thrust upon the head or undertaken by the head through ignorance and the responsibility may be beyond what he can handle. Another possible viewpoint is that the family of the one class may choose to live at home longer than that of the other class. As before, the literates and illiterates will be classed by marital condition of heads.

XXVIII.—PERSONS LIVING IN FAMILIES, FAMILIES HAVING NO DEPENDENTS AND AVERAGE
SIZE OF FAMILY AND OF FAMILY WITH DEPENDENTS, CANADA, 1931

Marital and Literacy Status of Head	Persons Living in Families				Families with No Dependents
	No.	No. per Family	No. per Family with Dependents	No. per Family, Deducting One Head Where There Are Two	
TOTAL	9,346,195	3·88	¹	3·10	¹
Two married heads—					
Both literate.........................	7,538,710	4·34	¹	3·34	¹
Wife illiterate.........................	161,562	5·05	¹	4·05	¹
Husband illiterate.....................	260,650	5·25	¹	4·25	¹
Both illiterate.........................	179,076	4·59	¹	3·59	¹
One married male—					
Literate male.........................	87,980	1·77	3·13	1·77	31,528
Illiterate male.........................	6,755	1·67	3·27	1·67	2,869
Literate female.......................	138,320	2·90	3·22	2·90	6,917
Illiterate female......................	6,203	3·24	3·73	3·24	348
Widowed head—					
Literate male.........................	218,734	2·59	3·44	2·59	29,290
Illiterate male........................	21,480	2·61	3·58	2·61	3,103
Literate female.......................	485,638	2·68	3·24	2·68	45,540
Illiterate female......................	29,989	2·75	3·40	2·75	2,940
Divorced head—					
Literate male.........................	3,136	1·64	2·72	1·64	1,193
Illiterate male........................	87	1·61	2·74	1·61	33
Literate female.......................	5,231	2·47	2·89	2·47	472
Illiterate female......................	187	2·83	3·20	2·83	11
Single head—					
Literate male.........................	144,573	1·17	2·33	1·17	108,037
Illiterate male........................	5,588	1·17	2·40	1·17	4,173
Literate female.......................	45,636	1·21	2·20	1·21	33,509
Illiterate female......................	660	1·38	2·37	1·38	347

¹ Figures not available.

The deeper this sort of thing is probed the more difficult it is to leave out irrelevant or mis-
leading features. Where we come to the size of family, we have in most cases a larger family in
the illiterate than in the literate class. Exceptions are the one married male and the divorced
male. In using the size of family as a criterion, however, it must be remembered that the size
of the family with two married heads is larger because it has two heads whereas the others have
only one. Consequently, for some purposes of comparison (i.e., not connected with the respon-
sibility aspect) one of the heads of the first four classes should be deducted, leaving 3·34, 4·05,
4·25 and 3·59 persons per family respectively for the four cases of two married heads. From this
basis, the largest family is found among the two married heads with the husband illiterate and
the smallest in the case of the single male head. The order is as follows for size of family:—

XXIX.—AVERAGE SIZE OF FAMILY, BY MARITAL AND LITERACY STATUS OF HEAD, CANADA, 1931

Marital and Literacy Status of Head	Average Size of Family	Marital and Literacy Status of Head	Average Size of Family
Two married heads¹—		11. Widowed male head, literate............	2·59
1. Husband illiterate........................	4·25	12. Divorced female head, literate.........	2·47
2. Wife illiterate............................	4·05	13. One married male head, literate........	1·77
3. Both illiterate...........................	3·59	14. One married male head, illiterate.......	1·67
4. Both literate.............................	3·34	15. Divorced male head, literate............	1·64
5. One married female head, illiterate........	3·24	16. Divorced male head, illiterate..........	1·61
6. One married female head, literate..........	2·90	17. Single female head, literate.............	1·38
7. Divorced female head, illiterate...........	2·83	18. Single male head, illiterate.............	1·21
8. Widowed female head, illiterate...........	2·75	19. Single female head, literate.............	1·21
9. Widowed female head, literate.............	2·68	20. Single male head, literate..............	1·17
10. Widowed male head, illiterate............	2·61	20. Single male head, illiterate.............	1·17

¹One head deducted.

In this order it is noticeable that in the first ten, *i.e.*, the ten largest families, there are only three cases of literate heads while there are seven of illiterate; in the second ten, *i.e.*, the ten smallest families, there are six occurrences of literate heads and only four of illiterate. Clearly the larger families go with illiteracy even if we admit that age has something to do with the position of the widowed in the order. The widowed both literate and illiterate appear in the higher order because of age, but this is no reason why the illiterate widower would have a larger family than the literate. Again the position of the single male illiterate is ambiguous. It may be considered as evidence that the illiterate person is less capable of undertaking responsibility for dependents, or of something else. There is no doubt that the general position of divorced and single heads is due to age, *i.e.*, they are younger than the others. Similarly the position of the divorced illiterate female as compared with the divorced literate female is brought out in this order, whereas it would not be noticeable if an arrangement like this had not been made. The numbers involved in the case of divorced people are, of course, very small; consequently, the facts in connection with them should not be over-stressed.

Educational Status of Children of Literate and Illiterate Families.—Educational status in this connection will be taken to mean ability or inability to read. There are also figures on school attendance which will be analysed later, this school attendance referring only to children 7-14 years of age. At present attention will be confined to the literacy of own children 7-14 years and 15 years and over. Again the figures will be given by marital status as this seems to have a great deal to do with the condition of the children.

Table 21 shows the most striking differences between literate and illiterate heads that we have yet encountered. In the case of families with two married heads, it is seen that not only are the children of illiterate parents more illiterate than the children of literate, but the illiteracy of the children seems to be proportionate to the degree of literacy of parents. Thus when both parents are illiterate the illiteracy of the children is more than twice as great as when only one parent is illiterate. There are thirty-four degrees of illiteracy among own children shown in the above-mentioned table, which for purposes of comparison are arranged in ascending order of percentages illiterate, as follows:—

XXX.—PERCENTAGES OF CHILDREN ILLITERATE ARRANGED IN ORDER OF MAGNITUDE, BY MARITAL AND LITERACY STATUS AND SEX OF HEAD OF FAMILY AND AGE GROUP OF CHILDREN, CANADA, 1931

	Status of Head			Children	
	Marital	Literacy	Sex	Age Group	P.C. Illiterate
1. Divorced		Literate	Female	15+	0·31
2. Two married		Both literate		15+	0·43
3. One married		Literate	Female	15+	0·58
4. One married		Literate	Male	15+	0·69
5. Divorced		Literate	Male	15+	0·75
6. Widowed		Literate	Female	15+	0·82
7. Widowed		Literate	Male	15+	0·86
8. Divorced		Literate	Male	7-14	1·32
9. Widowed		Literate	Female	7-14	1·02
10. Widowed		Literate	Male	7-14	2·08
11. Two married		Both literate		7-14	2·10
12. One married		Literate	Female	7-14	2·23
13. Single		Literate	Female	15+	2·25
14. Divorced		Literate	Female	7-14	2·31
15. One married		Literate	Male	7-14	2·61
16. Two married		Wife illiterate		15+	6·10
17. Divorced		Illiterate	Female	15+	6·52
18. Two married		Husband illiterate		15+	6·75
19. Two married		Wife illiterate		7-14	9·24
20. Two married		Husband illiterate		7-14	9·24
21. Divorced		Illiterate	Female	7-14	10·42
22. Single		Literate	Female	7-14	11·11
23. One married		Illiterate	Female	15+	13·28
24. One married		Illiterate	Female	7-14	13·63
25. Widowed		Illiterate	Female	7-14	14·54
26. Widowed		Illiterate	Male	7-14	14·69
27. Widowed		Illiterate	Male	15+	15·71
28. Widowed		Illiterate	Female	15+	16·11
29. One married		Illiterate	Male	15+	17·97
30. Divorced		Illiterate	Male	15+	18·75
31. One married		Illiterate	Male	7-14	19·16
32. Two married		Both illiterate		15+	19·24
33. Two married		Both illiterate		7-14	20·41
34. Single		Illiterate	Female	7-14	42·86

There is only one case worse than that of families with two parents both illiterate, viz., the illiterate single female head. It is also striking that even the literate single female head comes twenty-second in the list, being the only case where literate parents show as large a proportion of illiteracy among the children as illiterate parents. There may or may not be significance in the fact that divorced females show up so well. It is, of course, obvious that more illiteracy is to be expected among children 7-14 than among older children, for some of the 7-14 have still to begin school. This makes the position of illiterate parents all the more arresting, for even the 15-year-old children of the best of them are more illiterate than the 7-14-year-olds of literate parents (except the single female).

The family statistics account for 73,754 illiterate own children 7 years of age and over in Canada. Of these, 33,360 are children of illiterate parents although there are only 151,164 families with illiterate heads as compared with 2,268,196 literate families. If the illiterate families had the same proportion of illiterate children as the literate, they would have only 2,692 illiterate children instead of 33,360, so that the remainder of 30,668 or over 41 p.c. of the illiteracy of the children may be attributed to the illiteracy of the parents plus some arising from their marital status. It is noteworthy that the cases of literate parents where both are alive but only one present show more illiteracy among the children than where both parents are present and, in the case of children 7-14, more than among widowed parents.

There is no doubt, then, that the illiteracy of the parents reacts in illiteracy of the children. This condition is subject to variations according as it is the mother or father that is illiterate and according to differences in marital status. On the whole, normal marital status, such as two married heads or widowed heads, makes for less illiteracy than the abnormal, such as one married head present and the other absent, or single heads.

CERTAIN ECONOMIC FEATURES OF ILLITERACY

Tenancy.—Among the curious items of information on illiteracy tabulated in the 1931 Census, the family tables show the tenancy of literate and illiterate families by the marital status of the head. The family composition and the classes of marital status are as already shown. The tenancy is classified under "owners", "first tenants", "sub and free tenants". This is all that is tabulated in reference to housing conditions, but it gives some indication of these conditions. The facts are as follows:—

XXXI.—NUMBER OF FAMILIES IN EACH TENANCY CLASS, BY MARITAL AND LITERACY STATUS OF HEAD, CANADA, 1931

Marital Status of Head	Families Having									
	Literate Head					Illiterate Head				
	Total	Owner	First Tenant	Sub and Free Tenant	Not Stated	Total	Owner	First Tenant	Sub and Free Tenant	Not Stated
TOTAL..................	2,268,196	1,269,816	795,121	202,473	177	151,164	100,806	36,744	13,558	12
Two married heads—										
Both literate............	1,736,425	971,870	622,754	141,301	89	-	-	-	-	-
Wife illiterate..........	-	-	-	-	-	32,010	20,642	8,853	2,511	-
Husband illiterate.......	-	-	-	-	-	49,636	33,449	12,666	3,520	-
Both illiterate..........	-	-	-	-	-	39,034	26,875	8,147	4,001	5
One head only—										
Married male..........	49,590	23,857	20,012	5,683	28	4,067	2,012	1,666	386	1
Married female........	47,739	13,820	16,482	17,418	10	1,917	898	533	485	1
Widowed male.........	84,309	57,025	18,736	8,568	2	8,243	6,112	1,214	917	-
Widowed female.......	152,106	103,937	56,158	21,883	8	10,907	7,055	2,337	1,512	3
Divorced male.........	1,907	1,024	662	220	1	54	39	8	7	-
Divorced female.......	2,118	502	889	726	-	66	26	15	25	-
Single male...........	123,733	80,249	38,992	4,381	35	4,751	3,385	1,195	168	2
Single female.........	40,209	17,532	20,436	2,174	4	479	313	110	56	-

Now, reducing the various items to percentages of total families of each category, we have:

XXXII.—TENANCY CLASS AS PERCENTAGE OF MARITAL CLASS, BY LITERACY STATUS OF HEAD OF FAMILY, CANADA, 1931

Marital Status of Head	Owner		First Tenant		Sub and Free Tenant		Not Stated	
	Literate Head	Illiterate Head	Literate Head	Illiterate Head	Literate Head	Illiterate Head	Literate Head	Illiterate Head
	p.c.	p.c.	p.c.	p.c.	p.c.	p.c.	p.c.	p.c.
TOTAL..........................	56·0	66·7	35·1	24·3	8·9	9·0	0·005	0·008
Two married heads—								
Both literate..................	56·0	–	35·9	–	8·1	–	0·005	–
Wife illiterate................	–	64·5	–	27·7	–	7·8	–	–
Husband illiterate.............	–	67·4	–	25·5	–	7·1	–	–
Both illiterate................	–	68·9	–	20·9	–	10·3	–	0·01
One head only—								
Married male..................	48·1	49·5	40·4	41·0	11·5	9·5	0·06	0·02
Married female................	28·9	46·6	34·5	27·8	36·5	25·3	0·02	0·05
Widowed male.................	67·6	74·1	22·2	14·7	10·2	11·1	0·002	–
Widowed female...............	57·1	64·7	30·8	21·4	12·0	13·9	0·004	0·03
Divorced male................	53·7	72·2	34·7	14·8	11·5	13·0	0·05	–
Divorced female..............	23·7	39·4	42·0	22·7	34·3	37·9	–	–
Single male..................	64·0	71·2	31·5	23·2	3·5	3·5	0·03	0·04
Single female................	43·6	65·3	50·8	23·0	5·4	11·7	0·01	–

It is clear that these figures on housing are a mere picture of how the literate and illiterate families are situated in regard to tenancy and that only a few marked differences exist.

When tenancy is shown for urban residents, as in Tables 22 and 23, it is seen that no real differences in tenancy exist between literates and illiterates except that the illiterates tend to ownership more than the literates. This is arresting, as one might expect from figures which will be given presently on earnings, that the tendency would be away from ownership. However, it would seem that the bearing of illiteracy on tenancy, if any, is very obscure.

Employment and Earnings of Wives and Children of Literate and Illiterate Heads.—Another curious item of information tabulated is the number of wives and children earning with their total yearly earnings, in families of two married heads, and the number of children earning with their total earnings in the case of families with only one head. This information is given separately for literate and illiterate families. In this case a separate analysis will be made of families of two married heads than that made of the remaining families as follows:—

XXXIII.—WIVES AND CHILDREN EARNING AND AVERAGE YEARLY EARNINGS, ETC., IN FAMILIES WITH TWO MARRIED HEADS, BY LITERACY OF HEAD OF FAMILY, CANADA, 1931

Item	Both Heads Literate	Wife Illiterate	Husband Illiterate	Both Illiterate
Number of wives......................................	1,736,425	32,010	49,636	39,634
Number earning...................................	36,485	729	777	899
Earnings per wife earning..........................	$545·93	$261·21	$289·14	$255·67
Number of children...................................	4,000,670	96,573	159,601	99,908
Number earning...................................	473,079	11,132	19,979	13,383
Earnings per child earning.........................	$551·21	$354·16	$318·99	$302·50
Estimated total earnings of—				
Wives..	$ 19,918,286	$ 190,422	$ 224,662	$ 229,847
Children...	$260,765,876	$3,942,509	$6,373,101	$4,048,358
Both...	$280,684,132	$4,132,931	$6,597,763	$4,278,205
Earnings of wives and children per person in families........	$37·23	$26·58	$25·31	$28·89
Wives and children earning per 100 persons in families........	6·8	7·3	8·0	8·0

In so far as they go, these figures are very interesting. There seems to be a direct connection between the illiteracy of the family heads and the proportion of wives and children earning; also, almost a gradation of low earnings with degree of illiteracy of the family heads. Their contribution to the family budget in all cases is small but the fact remains that they are wage-earners. It must be remembered, however, that the earnings per person in families mentioned is distributed among all persons in families instead of only among the families with wives and children earning. The amount, then, is to be compared with the earnings of all wage-earners per person in the population. In 1931 the estimated total yearly earnings of wage-earners in Canada was $2,178,534,849 which was $210 per capita.

Since most of the wage-earners are in urban centres, a fairer analysis of the earnings of wives and children will be given by the figures of urban families than of both rural and urban as above. The following statement shows the figures of urban families in exactly the same manner as for all families in the preceding statement.

XXXIV.—WIVES AND CHILDREN EARNING AND AVERAGE YEARLY EARNINGS, ETC., IN URBAN FAMILIES WITH TWO MARRIED HEADS, BY LITERACY OF HEAD, CANADA, 1931

Item	Total¹	Both Heads Literate	Wife Illiterate	Husband Illiterate	Both Illiterate
Number of wives	1,033,439	992,734	12,809	16,811	11,085
Number earning	30,740	29,098	516	529	597
Earnings per wife earning	$561.68	$575.54	$321.69	$311.74	$313.55
Number of children	2,164,135	2,064,151	34,010	48,399	25,595
Number earning	371,510	347,725	7,072	10,743	5,970
Earnings per child earning	$376.73	$390.82	$396.09	$360.31	$350.20
Estimated total earnings of—					
Wives	$ 17,265,214	$ 16,747,903	$ 165,992	$ 164,910	$ 187,249
Children	$214,259,267	$205,442,855	$2,801,148	$3,870,810	$2,144,424
Both	$231,524,481	$222,189,049	$2,967,140	$4,035,720	$2,331,673
Earnings of wives and children per person in families	$54.29	$54.53	$49.53	$48.91	$49.02
Wives and children per 100 persons in families	9·4	9·2	12·7	13·7	13·7

¹Had the earnings in this column been estimated on the total figures for all urban families with two married heads, rather than being the sum of the four estimated groups, there would have been slight differences, e.g.,
Children { Total, $214,242,387·00;   Wives {Total, $17,355,878·00;   A verage of both per
     { Average,   576·68,   {Average,   564·70.   person in families, $54·30.

When only the urban families are considered, the relative positions of the literates and illiterates are not materially changed, although the earnings per person in families is larger. It is clearly seen here that the illiterate families have larger proportions of wives and children earning but that their earnings per earner are considerably smaller and that also their total earnings contribute less per person in the family population. This places the illiterate families on a lower economic scale than the literate families.

The same facts, but this time for urban families only and for children only, will now be shown for families with heads in other marital conditions.

XXXV.—NUMBER OF CHILDREN, NUMBER OF CHILDREN EARNING AND TOTAL AND AVERAGE EARNINGS IN URBAN FAMILIES WITH ONE HEAD ONLY, BY MARITAL AND LITERACY STATUS OF HEAD, CANADA, 1931

Marital Status of Head	Children			Earnings		
	Total	Earning		Estimated Total	Per Child Earning	Per Person in Families
		Total	Per 100 Persons in Families			
				$	$	$
TOTAL	348,490¹	151,126	22·52	107,768,381	713 10	161 30
Married male—						
Literate	20,193	6,093	13·0	3,853,660	632·57	81 97
Illiterate	838	296	11·5	119,741	404·53	46 43
Married female—						
Literate	55,548	16,293	18·6	10,274,692	630·62	117 44
Illiterate	2,510	606	24·1	246,557	406·86	98·07
Widowed male—						
Literate	60,903	21,857	20·9	14,992,809	685·95	143 69
Illiterate	3,225	1,273	23·4	532,751	418·50	97·90
Widowed female—						
Literate	192,899	100,008	31·3	75,405,825	753·32	235 43
Illiterate	7,003	3,820	34·1	1,852,471	484·94	165·18
Divorced male—						
Literate	600	123	8·2	60,996	495·90	40 75
Illiterate	11	2	8·0	580	290·00	23·20
Divorced female—						
Literate	2,305	611	15·7	403,981	661·18	104·07
Illiterate	61	17	18·1	7,110	418·24	75·64
Single male—						
Literate	1,179	5	-	2,650	530·00	0 06
Illiterate	23	-	-			
Single female—						
Literate	2,117	31	0·08	15,118	487·67	0 40
Illiterate	27	1	0·44	70	70·00	0·31

¹Includes guardianship children, not included in "children earning" except when adopted.
²Had the earnings in this column been estimated on the total figures for all urban families with one head only, rather than being the sum of the various estimated groups, there would have been slight differences, e.g., Total Earnings, $107,642,516; Per Child Earning, $712·27; Per Person in Families, $161·11.

XXXVI.—SUMMARY OF WIVES AND CHILDREN EARNING IN URBAN FAMILIES, CANADA, 1931

Item	Number
Persons earning..	4,933,061
Wives earning[1]..	30,740
Children earning[2]..	522,636
Estimated total earnings of—	
Wives..	$ 17,265,214
Children...	$322,010,768
Both...	$339,275,982
Earnings of wives and children per person...	$60

[1]In families with two married heads.
[2]In all families but excluding guardianship children.

As was to be expected, the children of families of one married head have greater proportions earning and their earnings per person in families are considerably larger than in families of two married heads. This is at least partly because they are older children. At the same time, in all cases the children in illiterate families show lower earnings per earner and in nearly all cases have greater proportions working per person in the family. There seems to be no doubt that there is a difference in economic status between literate and illiterate families.

Illiteracy and Occupational Status.—In the foregoing, the measurement of economic status referred only to wives and children. Unfortunately, the earnings of the heads for literate and illiterate families were not tabulated. Information on earnings and occupation of heads was tabulated but this information deals only indirectly with illiteracy. It shows the number of illiterate persons in each occupation, the earnings in this occupation being shown at the same time. From this we can give a parallel statement of the percentage illiterate and the average earnings of each occupation class. This is probably not as good as showing the occupation and earnings of the illiterates themselves, since, no doubt, even within the occupation class the earnings of the illiterates differ from those of the literates. Also, the information deals only with families of two married heads. However, what information there is reveals a great deal. It is proposed here to measure evidence from the correlation between the average earnings of the occupation class and the degree of illiteracy (as shown by the percentage illiterate) of the class. Table 24 will show the actual occupation class in relation to the earnings. Statement XXXVII and further analysis will show the occupation classes labelled or differentiated not by name but by the scale of average earnings. For the aggregate of the nine provinces it uses the figures of families with two married heads and in nearly all cases excludes from the occupation groups the managerial occupations whose earnings are apt to increase the earnings of the class to the extent of giving misleading results.

XXXVII.—FIFTY OCCUPATION GROUPS SELECTED FROM THE NINE PROVINCES AS HAVING FIFTY OR MORE ILLITERATES ENGAGED IN THE OCCUPATION, BY AVERAGE YEARLY EARNINGS AND PERCENTAGES ILLITERATE, ARRANGED IN DECREASING ORDER OF AVERAGE EARNINGS, CANADA, 1931

No.	Average Earnings	P.C. Illiterate	Average P.C. Illiterate	No.	Average Earnings	P.C. Illiterate	Average P.C. Illiterate
	$				$		
1.......................	1,846	0·53		26.......................	844	12·04	
2.......................	1,718	1·78		27.......................	832	2·51	
3.......................	1,495	0·89		28.......................	818	2·07	
4.......................	1,438	1·18		29.......................	728	6·46	
5.......................	1,419	1·37		30.......................	719	14·71	5·4¹
6.......................	1,382	0·91					
7.......................	1,372	0·97		31.......................	670	4·47	
8.......................	1,364	1·05		32.......................	654	10·09	
9.......................	1,361	0·57		33.......................	640	11·34	
10.......................	1,314	2·62	1·19	34.......................	624	6·98	
				35.......................	603	15·25	
11.......................	1,300	1·13		36.......................	598	5·53	
12.......................	1,288	2·93		37.......................	558	4·79	
13.......................	1,269	4·18		38.......................	543	13·14	
14.......................	1,267	2·62		39.......................	532	9·36	
15.......................	1,267	5·34		40.......................	501	6·60	8·76
16.......................	1,248	1·04					
17.......................	1,193	3·27		41.......................	499	8·00	
18.......................	1,186	1·99		42.......................	493	9·09	
19.......................	1,072	1·76		43.......................	489	10·27	
20.......................	1,000	1·22	2·05	44.......................	484	13·68	
				45.......................	482	10·48	
21.......................	989	1·07		46.......................	480	15·27	
22.......................	986	4·04		47.......................	460	5·64	
23.......................	977	2·85		48.......................	457	14·19	
24.......................	945	2·05		49.......................	383	7·50	
25.......................	893	5·83		50.......................	346	5·54	9·70

Table 24 accounts for 36,146 illiterate heads of families (the economic head only being considered in this case, *i.e.*, the wife is not here counted as a head). The occupation groups are arranged in ascending order of percentage illiterate so that the most illiterate classes are at the foot of the table and the least at the top. Now, examining the last column which shows the average yearly earnings of the class, it is clear that there is a decided trend of decrease in earnings with increase in illiteracy. The mining, labouring, logging and fishing, hunting and trapping classes show the most illiteracy and also the lowest earnings; the printing, warehousing, miscellaneous, finance and transportation groups showing the least illiteracy and also, on the whole, the highest earnings. Railway transportation shows earnings that seem to be out of proportion to its position in the illiteracy scale but, clearly, this group shows much less illiteracy than the average, having only 1·67 p.c. illiterate as compared with 4·75 p.c. in the aggregate of workers. However, exceptional cases are to be expected in any measurement of this kind. An obvious inverse correlation exists between earnings and percentage illiterate. There are thirty-six groups listed in ascending illiteracy order. In the upper eighteen of those there is only one case of earnings less than $1,000, *viz.*, manufacture of rubber products; in the last eighteen there are only six cases with earnings of more than $1,000, *viz.*, textiles, water transportation, non-metallic mineral products, drinks and beverages, laundering and pulp and paper products. In the eight groups with less than 1 p.c. illiterate there were 55,359 heads of whom only 148 were illiterate and the average earnings was $1,484; in the three groups with more than 10 p.c. illiterate containing 207,849 with 22,644 illiterates the average earnings was less than $594. It is a striking fact that, whereas there were three and three-quarters times as many heads in the second set as in the first, the total earnings of the second set was only one and one-half times that of the first.

In Statement XXXVII the occupation class is designated by the average yearly earnings of the class and this is shown in correlation with the percentage illiterate of the class. In the interest of greater precision only such classes were taken as showed, on the aggregate, 50 or more persons illiterate. By this means we avoid such errors as arise from the use of small numbers and uneven size groups, extreme cases also being omitted in accordance with the best usage. In all, there were found fifty classes, a large enough number to give reliable results when the correlation is measured. The (Pearsonian) coefficient of correlation between class of earnings and percentage illiterate was − ·75. This is usually taken to mean that 56·25 p.c. (the square of − ·75) of the one is associated in some way with the other. The greatest care must be taken in interpreting this relationship. In connection with this subject in particular it must be stated emphatically that the association does not necessarily mean that low earnings are *caused* by illiteracy, *i.e.*, that the mere inability to read reduces the earning powers drastically, although it probably does to some extent. The correlation here merely says that the class of occupation which has the highest percentage illiterate is the class which is likely to have the lowest earnings. This is probably not because they are illiterate but because their illiteracy and low earning powers spring from a common cause. Already we have seen that the illiterate classes were definitely below par in other respects—marital condition, literacy of children, legitimacy, etc. Whatever was responsible for this disadvantage in these respects also placed them below par in the matter of earnings—not the inability to read which was a mere concomitant of their other attributes.

With this caution it may now be stated that for every unit increase in the illiteracy of the occupation class there is an expected decrease of $64.20 in yearly earnings. In other words, the class which has 5 p.c. illiterate is expected to show annual earnings less by $321 than the class which has no illiteracy. This is not very different from the story already told by the earnings of children of illiterate families as compared with those of literate families. The average earnings per child working of children (urban) with both parents literate was $591; of children with both parents illiterate, $359. In the former case the children (15 years and over) were 0·43 p.c. illiterate; in the latter, 19·25 p.c. This also was direct information and could not be gainsaid. The information in the connection between earnings and illiteracy of heads of families by class of occupation was calculated, as distinct from direct, and the two tell very nearly the same story.

The foregoing points, more definitely than anything so far discussed, to the fact that illiteracy is deeply significant as the ear-mark of a social class. Illiteracy is an important social phenomenon, not because a group of people are unable to read but because illiteracy has anti-social concomitants.

Illiteracy and Institutional Cases.—The census gives, for different marital status and literacy of heads of families, the number of families living in institutions. The number of these families, however, is very small, *viz.*, 623 in all, and the particular type of institution is not stated.

The Census of Institutions shows the number of individual persons (not families) living in mental, penal and benevolent institutions and their literacy status. These will now be considered.

Mental Institutions.—On June 1, 1931, there were 31,172—17,021 male and 14,151 female—feeble-minded or insane reported as being in mental institutions. The number of these who were over 10 years of age is given by quinquennial age groups. The ages in all cases refer to age on admission, not present age. The literacy of the person in question is measured by the ability to read *and* write, instead of read only as in the foregoing analysis. The percentage illiterate of the mental cases by age on admission was as follows:—

XXXVIII.—PERCENTAGES ILLITERATE OF INMATES OF MENTAL INSTITUTIONS, BY AGE ON ADMISSION AND SEX, CANADA, 1931

Age on Admission	P.C. Illiterate in Mental Institutions		
	Both Sexes	Male	Female
TOTAL	17·04	17·55	16·42
10-14	52·09	52·16	52·02
15-19	33·40	32·16	34·87
20-24	19·53	19·14	20·10
25-29	14·08	14·43	15·00
30-34	12·96	13·50	12·33
35-39	12·55	12·52	11·35
40-44	12·46	13·80	10·94
45-49	11·92	13·17	10·58
50-54	11·45	13·94	8·98
55-59	11·09	11·03	11·17
60-64	12·37	13·39	11·14
65-69	12·34	13·30	11·11
70 and over	17·27	17·86	16·70
Not stated	25·27	24·81	25·71

These figures lose most of their value owing to the fact that the ages are as on admission rather than as at present. Thus one of the most striking features, *viz.*, the situation at the ages of 10-14 and 15-19 as compared with older ages is ambiguous since we do not know when these 'teen ages were admitted or how old they are now. An obvious explanation for younger ages being more illiterate is that the mental cases include the insane as well as the feeble-minded. It is doubtful that insanity or potential insanity militates against literacy. The younger element of the mental cases would include only a small proportion of insane, while as the age advances the insane would form larger and larger proportions.

The admissions during the year are about a quarter of the total inmates. The average length of stay is about 7·5 years.

There is a fairly steady progression in the inclusion of literate persons among the mental cases as the age advances, largely due to the increasing proportion insane. The following statement illustrates this point.

XXXIX.—PERCENTAGES OF INMATES OF MENTAL INSTITUTIONS WHO ARE INSANE OR FEEBLE-MINDED AND PERCENTAGES ILLITERATE OF THE INSANE OR FEEBLE-MINDED, BY AGE ON ADMISSION AND SEX, CANADA, JUNE 1, 1931

Age on Admission	P.C. Illiterate of Insane Inmates			P.C. Insane of Total Inmates			P.C. Illiterate of Feeble-Minded Inmates			P.C. Feeble-Minded of Total Inmates		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
TOTAL	9·75	10·78	8·49	78·59	81·59	75·61	41·62	42·27	40·95	22·76	21·41	24·39
10-14	23·33	21·43	26·00	8·37	9·09	7·56	54·72	55·25	54·12	91·63	90·91	92·44
15-19	15·65	14·06	18·00	37·17	40·64	33·04	43·95	44·67	43·19	62·83	59·36	66·96
20-24	10·94	11·01	10·83	72·31	74·93	68·42	42·02	43·42	40·36	27·69	25·07	31·58
25-29	9·07	9·81	8·03	80·06	82·32	77·05	36·90	35·62	38·22	19·94	17·68	22·95
30-34	8·47	9·95	6·58	84·79	87·74	81·32	38·01	38·91	37·31	15·21	12·26	18·68
35-39	9·40	10·87	7·51	85·90	87·71	83·65	31·68	32·24	31·16	14·10	12·29	16·35
40-44	9·19	10·92	7·18	86·82	87·60	85·93	33·82	33·99	33·66	13·18	12·40	14·07
45-49	9·09	10·65	7·38	86·67	87·36	85·93	30·28	30·43	30·12	13·33	12·64	14·07
50-54	8·48	11·00	6·05	87·43	86·14	88·72	32·10	32·09	32·12	12·57	13·86	11·28
55-59	7·69	8·54	8·98	88·62	87·87	89·50	37·32	43·21	29·51	11·38	12·13	10·50
60-64	10·29	10·56	9·97	91·31	89·07	94·01	34·21	38·54	29·17	8·69	10·93	5·99
65-69	10·42	11·49	9·40	92·37	92·33	92·41	35·42	38·46	31·82	7·63	7·67	7·59
70 and over	15·20	16·11	14·55	91·45	90·64	92·22	39·02	34·88	43·59	8·55	9·36	7·78
Not stated	13·00	15·53	10·31	72·76	76·71	68·75	58·90	56·67	60·47	27·24	23·29	31·25

In the case of persons old at the time of admission the percentage illiterate was not much greater than that now obtaining in the general population, for 14·12 p.e. of the persons 70 years and over are illiterate. It may be interesting to show what particular forms of mental disorder show the greatest illiteracy as follows:—

XL.—PERCENTAGES ILLITERATE OF INMATES OF MENTAL INSTITUTIONS, BY PSYCHOSIS, CANADA, JUNE 1, 1931

Psychosis	P.C. Illiterate in Mental Institutions		
	Both Sexes	Male	Female
TOTAL..	17·04	17·55	16·42
Traumatic..	6·06	5·08	14·29
Senile...	14·82	14·99	14·67
Cerebral arteriosclerosis................................	13·15	14·58	10·14
General paralysis.......................................	5·53	5·29	6·67
Cerebral syphilis.......................................	7·87	8·20	5·55
Huntington's Chorea....................................	24·24	28·57	21·05
Other brain or nervous diseases..........................	9·62	7·41	13·70
Alcoholic..	7·27	7·98	3·92
Due to drugs and other exogenous toxins..................	14·29	10·53	17·39
Pellagra...	25·00	·	33·33
Other somatic diseases..................................	10·91	12·35	9·91
Manic-depressive.......................................	8·79	10·19	7·52
Involution melancholia..................................	5·43	5·88	5·20
Dementia praecox.......................................	9·14	10·58	7·31
Paranoia and paranoid conditions........................	9·33	10·61	7·89
Epileptic...	13·82	13·63	14·29
Psychoneuroses and neuroses............................	7·46	6·31	8·89
Psychopathic personality................................	7·44	6·56	8·70
Feeble-minded (mental deficiency) (without psychosis)......	41·62	42·37	40·95
Undiagnosed...	22·85	29·37	17·02

The order of illiteracy by type of mental diseases seems to be as follows:—

XLI.—PERCENTAGES ILLITERATE OF INMATES OF MENTAL INSTITUTIONS BY PSYCHOSIS AND PERCENTAGES AS MULTIPLES OF THAT OF THE GENERAL POPULATION, CANADA, 1931

Psychosis	P.C. Illiterate	P.C. Illiterate as Multiple of That of General Population [2] (4·26)
1. Feeble-minded...	41·62	9·8
2. Huntington's Chorea...	24·24	5·7
3. Senile..	14·82[1]	3·5
4. Due to drugs and other exogenous toxins......................	14·29	3·4
5. Epileptic...	13·82	3·2
6. Cerebral arteriosclerosis.....................................	13·15	3·1
7. Other somatic diseases.......................................	10·91	2·6
8. Other brain or nervous diseases..............................	9·62	2·3
9. Paranoia and paranoid conditions.............................	9·33	2·2
10. Dementia praecox...	9·14	2·1
11. Manic-depressive..	8·79	2·1
12. Cerebral syphilis..	7·87	1·8
13. Psychoneuroses and neuroses.................................	7·46	1·8
14. Psychopathic personality.....................................	7·44	1·7
15. Alcoholic...	7·27	1·7
16. Traumatic..	6·06	1·4
17. General paralysis..	5·53	1·3
18. Involution melancholia.......................................	5·43	1·3

[1]This has a false position because of the influence of age. In the general population, persons 70 years and over are 14 p.c. illiterate.

[2]Percentage of general population unable to read AND write.

Penal Institutions.—On June 1, 1931, the inmates in Canadian penitentiaries were classed by illiteracy and literacy as follows:—

XLII.—LITERACY OF INMATES (ALL OVER 15 YEARS OF AGE) OF DOMINION PENITENTIARIES, BY SEX, CANADA, JUNE 1, 1931

Literacy	Penitentiary Inmates					
	Number			Percentage		
	Both Sexes	Male	Female	Both Sexes	Male	Female
Total inmates	3,748	3,704	44	100·00	100·00	100·00
Can read and write	3,476	3,435	41	92·74	92·74	93·18
Can read only	14	14	–	0·80	0·80	6·82
Cannot read or write	241	238	3	6·80		
Not stated	17	17	–	0·45	0·46	–

XLIII.—ILLITERACY OF INMATES OF PENITENTIARIES COMPARED WITH THAT OF THE GENERAL POPULATION 15 YEARS OF AGE AND OVER AND ILLITERACY OF INMATES AS MULTIPLE OF THAT OF POPULATION, CANADA, JUNE 1, 1931

Sex	P.C. Unable to Read and Write[1]		Illiteracy of Inmates as Multiple of That of General Population
	Penitentiaries	Population	
Both sexes	6·80	4·72	1·4
Male	6·80	5·35	1·3
Female	6·82	4·03	1·7

[1]Stated condition only.

The story told by these figures is that there seems to be no great connection between illiteracy class and crime.

XLIV.—PERCENTAGES ILLITERATE OF ADULT AND JUVENILE INMATES OF CORRECTIVE INSTITUTIONS OTHER THAN PENITENTIARIES, BY SEX, CANADA, JUNE 1, 1931

Class	Inmates	P.C. Unable to Read and Write[1]		
		Both Sexes	Male	Female
Adults	2,390	7·61	7·51	8·17
Juveniles	2,353	2·03	1·12	6·10

[1]Stated condition only.

Here again there was no appreciable difference between the inmates of penal institutions and the general population. The adults showed much the same illiteracy rates as persons in the general population between the ages of 50 and 60 while the juvenile males are no more illiterate than are persons under 20 in the general population. This much is noteworthy, however, that the female inmates show more tendency to illiteracy than males whereas the opposite obtains in the population as a whole. This is especially true of juvenile females.

The non-incidence of illiteracy and crime apparent in the data is as striking as the incidence in the other parts of this study. A very possible explanation is that the inmates of penal institutions are not illiterate because some of them are taught to read after being committed. If this is so, it is probable that the real incidence of illiteracy and crime can be seen, not in the case of persons after they are inmates, but in the case of these same persons when first committed.

In the statistical report on criminal offences the following data are given for persons convicted of indictable offences in 1931:—

Number illiterate	464
Elementary grade	26,490
Higher than elementary	420
Not stated	4,168

If we base percentages only on those whose educational status is reported, we can compare them with the rest of the population as follows:—

Percentage illiterate of convicted persons (presumably all over 15 years
of age).. 1·70
Percentage illiterate of persons in general population (15 years of age and
over).. 4·72
Per 10,000 of the illiterate persons 15 years of age and over in the popu-
lation represented among the convictions...................... 16
Per 10,000 of the literate persons in the population among the convictions 46

This cannot be explained by training in the institutions except possibly in the case of recid-ivists. Indeed, it seems improbable that learning to read after admission is an important factor.

A study of boy delinquents shows the following educational status as compared with that of boys in ordinary schools:—

XLV.—AVERAGE SCHOOL GRADE ATTAINED BY BOY DELINQUENTS AND BOYS IN ORDINARY
SCHOOLS, BY SINGLE YEARS OF AGE, CANADA, 1931

Age	Average Grade of	
	Boy Delin-quents	Boys in Ordinary Schools
7 years...	1·85	1·85
8 "	2·56	2·32
9 "	3·36	3·23
10 "	4·08	4·28
11 "	4·84	5·13
12 "	5·50	6·04
13 "	6·32	7·03
14 "	7·05	7·96
15 "	7·66	8·72

The inference from this table is that the boy delinquents, possibly because they are largely urban, are more advanced at the earliest ages than ordinary boys, but that they lose this start and fall behind from the age of 10 on.

The non-incidence of illiteracy and crime is capable of different interpretations. Among these no serious-minded person should include the likelihood that criminals are more clever than others. The mere fact of being able to read and write is no great indication of cleverness. The number of illiterates being cared for in mental and other institutions leaves less for criminal institutions.

LITERACY AND CONJUGAL CONDITION

Introduction.—Undoubtedly, the most important aspect of illiteracy is its connection with conjugal condition and family composition. In Chapter IV the family composition and marital condition was explored fairly exhaustively as a social reality, but no mention was made of the bearing of these things upon such matters as comparative fertility and other tendencies which if persistent would bring about very serious results. The chief difficulty in the way of coming to conclusions on the subject of the present chapter is our uncertainty as to whether the illiterates are to be regarded as a social class or as a number of left-overs because of accidental circumstances. To put it figuratively, are the illiterates the peaks of an old mountain which remain because they are a kind of rock which refuses to yield to weathering or are they merely a mountain which has not been exposed to weathering and other processes? The evidence on this point must be forever circumstantial. It is also true that whichever of the two alternatives we accept we are referring only to the *majority* not the *whole*, for, undoubtedly, an element of both kinds exists. We know that there is such a thing as feeble-mindedness which cannot be taught letters and we also know that there are persons in Canada who have no access to schools or probably even books. An effort will be made in Chapter VI, especially on Map II, to show where the latter could very well be found. Again, it is practically certain that this latter class cannot be found in cities except in the case of old persons who, at school age, lived in illiterate communities. If, however, young people of Canadian birth in cities in 1931 were illiterate it is straining scepticism too far to doubt that this class belongs to the peaks mentioned. No amount of argument about such matters as segregation or poverty can explain away the fact that these have resisted a determined effort not only to put letters within their reach but also to force them to partake. Now, of the 237,000 illiterate persons in Canada, we have already measured or indicated how many are due to race, to age, to rural conditions, to sex and to other factors but the results still leave us in doubt as to how much is class and how much is accident or opportunity. From one point of view the race may be a class; from another it may represent opportunity or lack of it, and similarly in the case of rural conditions. Even in the case of age it may be argued that it is not altogether a question of opportunity; for why should a person be illiterate because he was born fifty years ago if the great majority born then were literate?

When all these points are considered it strikes us at first as if it were not safe to proceed in the investigation at all; but such an attitude is paralysing. It would probably apply to all research. The wise course would seem to be to continue the investigation, always bearing in mind that generalization must be governed by caution but at the same time not too much scepticism. It is true that there are illiterates who are so to-day by force of circumstances, but even in their case it is not circumstances alone. We know this from the fact that the majority, brought up under the same circumstances, are not illiterate. If, living in outlying parts with only spasmodic school advantages, the majority learn to read, there must be something different about the person (or his immediate environment) who does not. Even here there is sufficient warrant to designate the illiterate person as a class. We know that even in some large families where the majority learn to read there is apt to be some person who does not. This person may be the genius whom the teacher fails to understand; even so he is *different*. In other words his illiteracy is *individual*, not a collective thing. If a group of individuals fails to learn to read because of religious scruples then this is something different; the scruples may or may not be justifiable—that is not to point—they are different. The reasons for illiteracy may be very, very numerous; indeed, there may be 237,000 or more different reasons for the number of illiterate persons in Canada; but the mere fact that they are only 5 p.c. of the population and that a status of "literacy" can be attained by the average child in about a year, is sufficient ground for regarding these as a class—at least for purposes of investigation.

When we set aside the question of the *causes* or *circumstances* leading to their illiteracy and consider their *behaviour*, then we feel justified in regarding them as a class, especially when this behaviour cannot be associated with loss of knowledge through unfamiliarity with letters. It is difficult to believe that the average literate person's familiarity with letters is sufficient to enable him to philosophize upon prudent and imprudent actions, social and anti-social conduct. If the illiterate person is more apt to assume responsibilities which he is poorly equipped to meet than the average literate person; if his children are more illiterate because even in the midst of an abundance of schools and compulsory attendance laws they fail to attend; if there is more illegitimacy, lower earnings, more wives and children earning and at lower pay, more separated families, more persons in mental institutions and so on than existing among the literates, then behaviouristic evidence certainly justifies considering him as a class.

When dealing with the subject of marriage and fertility, it is especially important whether the illiterates are or are not a class. A person who is crippled or blinded or driven insane, *by accident*, is a far different subject for marriage from a person who is colour-blind or born with six toes or feeble-minded from birth and whose parents or relatives were also so afflicted. The illiterate person who never had access to a school or a book but who nevertheless made a success of life is far different from the illiterate brought up in a city or on a farm with schools close at hand —even if it was his father who kept him at home to work. The child of such a father is apt to be different. The father might be forced to keep him at home at times but why keep him at home *all* the time? Why keep *him* at home? Why should *this* father keep his child at home?

Illiteracy of the Married.—The pertinence of this preamble is seen at once when we make the startling statement that the illiteracy of the married and "at one time married" (as in 1931) was 5·18 p.c. as compared with 2·44 p.c. for the single—both referring to ages 15 and over; *i.e.*, the illiteracy of the married was more than double that of the single. In the case of females the illiteracy of the married was 4·53; and the single 1·51. The first explanation that occurs to one is that this was because the married and widowed were older than the single, but this explanation may be dismissed at once on the evidence of the following statement.

XLVI.—PERCENTAGES ILLITERATE OF THE POPULATION 15 YEARS OF AGE AND OVER, BY CONJUGAL CONDITION, CERTAIN AGE GROUPS AND SEX, WITH YEAR OF BIRTH, CANADA, 1931

| | Percentages Illiterate | | | | | | Date of Birth |
| | Both Sexes | | Male | | Female | | |
Age Group	Married and Widowed	Single	Married and Widowed	Single	Married and Widowed	Single	
15 and over[1]	5·18	2·44	5·53	3·15	4·53	1·51	Before 1917
15–20	3·51	1·49	4·36	1·90	3·41	1·06	1910–1916
21–34	3·20	2·38	3·47	3·63	2·98	1·34	1896–1910
35–64	4·91	4·41	5·43	5·66	4·34	2·51	1866–1896
65 and over	11·28	8·14	12·63	9·07	9·86	6·31	Before 1866

[1] Includes "age not stated".

It will be noticed that the difference between married and single is greatest at the earliest ages and greater in the case of females than in that of males, *i.e.*, greatest where it matters most. Those married at 15-20 must have been very recently married—mostly in the year preceding the census date. Therefore, recent tendencies for the illiterate to marry more than the literate were stronger than earlier tendencies. In the case of those born between Confederation and the beginning of the century the difference was slight—indeed in favour of the married in the case of males. There has been an increasing tendency for the married to be more illiterate than illiterate since the beginning of the century.

The next suggestion that occurs is that the phenomenon is regional, *i.e.*, that it is confined to a few regions. Table 26 shows that to the extent (and the extent is small) to which it is regional it is not in the sense of being confined to a few. (The exceptions are in italics.)

Thus in all cases (twenty-nine different regions) except Saint John and Regina, the 15-20's showed far more illiteracy among the married than among the single; in the case of the 21-34's only four places, Prince Edward Island, Nova Scotia, Calgary and Verdun showed more illiteracy among

the single. This is in contradistinction to the other two age groups. The 35-64's showed more illiteracy among the single in eleven cases and the 65 and over's showed this in eight cases. It may be definitely stated, then, that the tendency to show more illiterates among the married is a recent tendency, *i.e.*, it is true first of those marrying very recently and next of those marrying less recently but born since the beginning of the century. Even in Prince Edward Island and Nova Scotia, where in all other cases the married are less illiterate than the single, the general rule holds among the 15-20's. Clearly the phenomenon is not a regional one, because it prevails in almost all the twenty-nine regions.

There is another curious feature of the 15-20's which does not immediately meet the eye. Notice that there is very little correlation between the illiteracy of the married and of the single— one would expect that in the region where the married showed high illiteracy the single would also show more even if they were less illiterate than the married. This is not the case except to a very small extent. The two seem to be separate and independent classes. For example, the married illiterates at 15-20 are much more evenly spread over the twenty-nine regions than the single illiterates of the same ages. This is striking, but there are not sufficient cross-classifications to enable us to ascertain why. It would hardly be safe to conclude from our information that this is because the illiterates have an innate tendency to marry.

The distribution of the females by conjugal condition and illiteracy is obviously more important than that of both sexes. Table 27 shows the distribution of females 15-20 over the same regions as in the preceding table.

It is seen that the greater illiteracy among married than among single is more manifest in the case of females than in the case of males, ranging from 1·6 times as great in Saskatoon to 24 times in Regina.

It throws an additional light on the matter if the situation is expressed in another way; *e.g.*, in the nine provinces, of the literate females 15 years of age and over, 65·2 p.c. are married compared with 85·2 p.c. of the illiterate. This feature by ages was as follows:—

XLVII.—FEMALES 15 YEARS OF AGE AND OVER, MARRIED OR WIDOWED, AS PERCENTAGE OF NUMBER SINGLE, BY BROAD AGE GROUPS AND LITERACY, WITH YEAR OF BIRTH, CANADA, 1931

Age Group	Number Married or Widowed per 100 Single		Illiterate Rate to Literate Rate	Date of Birth
	Literate	Illiterate		
15–20..	8·0	20·6	3·3	1910–1916
21–34..	168·5	380·9	2·3	1896–1910
35–64..	756·6	1,332·9	1·8	1866–1896
65 and over.....................................	789·3	1,282·1	1·6	Before 1866

The last two columns are included to illustrate how the disproportionate illiterates married are decreasing with age or, rather, increasing as the date of birth comes nearer to the present. The remarkably smooth trend of the second last column would seem to indicate that at one time in the past there was no difference in the rates of marriage between the illiterate and literate female but that the tendency to a differential marriage rate has been increasing until now the illiterates are 3·3 times as likely to marry as the literate and that this tendency is apt to increase. If this is so it does not take an alarmist to see that the social problem it suggests is extreme. It does not matter which way it is interpreted—whether that the illiterate marry more or marry younger or that the literate marry less or marry older, its consequences are apt to be the same in the long run and it is the consequences that matter.

Children in Families.—In the family statistics we have the children per family of literate and illiterate parents. These statistics are, of course, somewhat different from the above in that the numbers cannot be exactly the same since they refer to heads of families while the above refer to all married persons. However the differences are too small to stand in the way of comparing the two. The following statement is to some extent a calculation in that it assembles separately the own children of the literate and illiterate females from different types of husband "Children" here refers to children living at home.

XLVIII.—NUMBER OF MARRIED MOTHERS, TOTAL OWN CHILDREN AND CHILDREN PER MOTHER, BY LITERACY AND CONJUGAL CONDITION OF MOTHER AND LITERACY OF HEAD, CANADA, 1931

Item	Mothers		Own Children of Mothers		Children per Mother	
	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate
Married females........................	2,015,906	83,868	4,485,932	214,111	2·23	2·55
With—						
Husband literate......................	1,736,425	32,010	3,850,741	95,002	2·28	2·97
Husband illiterate....................	49,636	39,634	156,358	97,229	3·15	2·49
Separated............................	47,739	1,917	87,993	4,126	1·84	2·15
Widowed.............................	182,106	10,907	290,840	17,754	1·60	1·63

Fertility.—The ratio of children living at home of illiterate to literate mothers is 2·55 to 2·23 or 1·14 times as many to the illiterate. Since 85·2 p.c. of the illiterate females are married compared to 65·2 p.c. of the literate, the illiterate would seem to be 1·31 times as likely to be married. If, then, the fertility is in proportion to the number of children living at home, 1·31 x 1·14 = 1·49 to 1·00 would seem to be the comparative fertility of the illiterate to the literate females in the population. It would be interesting to see the consequences of this if it persisted.

There is no possibility that the ratios of increase here shown can continue. Either the tendencies will disappear altogether or, if they persist, the ratios must increase because a greater rate of natural increase among illiterates will change the proportion of females at child-bearing ages to such an extent—making the illiterates' proportion more and more favourable and the literates' less and less—that the differential increase will speed up with accumulating force. In thirty years only a negligible number of the females who in 1931 were 15 or over will be of child-bearing age and the birth rate will be dependent upon their children. In 1931, as already seen, there were 3,257,813 literate and 118,254 illiterate females 15 years of age and over. The present birth rate per female 15 years and over is 7·4 p.c. per year. Suppose this meant 7·26 p.c. among the literate and 11·18 p.c. among the illiterate (i.e., supposing the proportions of 1 to 1·49). In the first year there would be 236,517 births from literate and 13,221 from illiterate mothers. According to the vital statistics of 1931, the number of female births among these would be 114,929 and 6,424, respectively, of whom 113,032 and 6,318, respectively, would be expected to be alive at the age of 15 years, or 111,710 and 6,244 at the age of 20. Without going into meticulously accurate calculations this would mean roughly 674,226 females from literate mothers and 37,686 from illiterate mothers at ages 15-20. If they followed the examples of their mothers there would be 49,893 and 7,914, respectively, of these married. Now notice—in 1931 there were 44,642 literate females married at 15-20 and 1,578 illiterate females or 28 to 1; now it is 49,893 to 7,914 or only 6 to 1—and that in only fifteen years. This does not take into account the possibility—and indeed the probability—that the birth rate to literate females (apart from the influence of age distribution and early marriages) is decreasing. If there were a differential of this kind the speeding up would be much greater than shown.

Now, it is only by a bizarre stretch of the imagination that one can suppose that the situation would be changed by teaching the illiterate females to read and write; or even that the earlier marriages and greater fertility are due to the fact that they cannot read and write. Why suppose this one possibility to be the explanation when there are so many possibilities arising out of the question "why is 1 of these females not able to read and write when there are 29 who can?"

Intermarriage.—Another interesting sidelight on the conjugal condition of illiterates is partly deducible from the last statement. This is the tendency to intermarriage among illiterates. Taking the matter from the female side we notice that of 71,044 (belonging to families) whose husbands were living with them at the date of the census, 55 p.c. were married to illiterate husbands and 45 to literate. Now, of the males 15 years of age and over at the census, 4·7 were illiterate and 95·3 were literate, i.e., the females having a choice of 20·3 literate to 1 illiterate male, took the illiterate in 55 out of 100 cases.

Taking the side of the males we have the following figures:—

XLIX.—MARRIED MALES, BY LITERACY AND LITERACY OF WIVES, CANADA, 1931

Literacy of Wife	Married Males			
	Literate		Illiterate	
	No.	P.C.	No.	P.C.
TOTAL..	1,768,435	100·00	88,670	100·00
With wife literate	1,736,425	98·19	49,636	55·98
With wife illiterate	32,010	1·81	39,034	44·02

The 71,044 illiterate wives chose 39,034 illiterate husbands out of 88,670 and 32,010 literate husbands out of 1,768,435. Their choice of illiterate to literate husbands was, therefore, 24·3 to 1. The 88,670 illiterate husbands chose 39,034 illiterate wives out of 71,044, and 49,636 literate wives out of 1,786,061. Their choice of illiterate wives, therefore, was 19·8 to 1.

Another way of looking at the matter is as follows: there were, in all, 88,670 illiterate husbands and 71,044 illiterate wives or a total of 159,714 illiterate persons married. Of these illiterate persons 78,068 intermarried, making an intermarriage between illiterates of 48·9 p.c. It should be obvious from the preceding paragraph that this intermarriage is really enormous.

Now there is nothing obvious about the reason for this high rate of intermarriage. It cannot be explained by geographical segregation. It has already been seen in Chapter I and Map I that there is no great geographical segregation of illiterates; they are widespread—probably more widespread in 1931 than in 1921. Unfortunately, a good index of segregation cannot be calculated since illiteracy is not compiled by small areas; but it would seem almost certain that mere physical juxtaposition does not explain all this intermarriage. It is true that there is another kind of segregation, viz., racial, and but·this after all is class. It is like to like. Whatever it is, it is obvious that illiterates marry illiterates and this is highly significant when we consider the fore-going facts of higher and younger marriage rates and greater fertility.

Conclusion.—Now are there any mitigating circumstances? Is it a mitigating circumstance that, after all, the proportion of illiterates in the population is only very small—one in twenty? It should be obvious from what has already been said about the speed with which the offspring of illiterates could overtake those of the literates, that this is not at all a serious consideration. It is also obvious from the original table showing the higher rates in case of recent marriages than of less recent that it is only as the illiterates came to form a small part of the population that this process became strongly operative. Those resisting the influence of the schools are becoming more and more segregated from the rest of the population (1) by intermarrying; (2) marrying younger and more commonly and ·having more offspring; (3) keeping these offspring out of school. It would seem that the wisest course for educational authorities to ·pursue is to recognize the fact and desist from strenuous efforts to make these people go to school who will not go voluntarily. They (the authorities) have done their best in providing the facilities and wearing down illiteracy to the extent to which it has been worn down. If illiteracy is an obstacle to intermarriage between literates and illiterates then nature is providing some protection to the population. This is a mitigating circumstance. It is a treacherous thing to do if we veneer persons with the art of reading and writing in order that they may capture mates when these persons would not go to the trouble of veneering themselves unless they were forced to do so. A mechanical obstacle to marriage is provided by the tendency of illiterates to intermarry. There is no denying the fact that if illiterates have to pick their mates out of 5 p.c. of the population instead of 100 p.c., this provides a certain check. This is capable of being demonstrated from the figures of racial intermarriage.*

*For more complete discussion of this point see 1931 Census Monograph No. 4 *Racial Origins and Nativity of the Canadian People* by W. B. Hurd.

PART II

SCHOOL ATTENDANCE

CHAPTER VI

STATEMENT OF THE PRESENT STATUS OF SCHOOL ATTENDANCE

Introduction.—There are many aspects of school attendance as reported by the census that should be analysed, over and above the features bearing directly upon literacy and illiteracy. One of these is a pure population phenomenon, *viz.*, the rapid increase in the number of persons attending school in the decade. In 1931 the number at ages 5-24 putting in an appearance at school was 2,154,695 as compared with 1,710,581 in 1921. This was a gain of almost 26 p.c. as compared with 18 p.c. in the total population. The increase took place chiefly for two reasons, the first being that the population was more school-minded in the latter part of the decade, the second, that there were greater proportions of the population at school age. There was a third reason of vast social importance, *viz.*, that in the very last year of the decade persons were attending school because there was no work for them to do. Thus the number of persons attending school at the age of 16 increased over 80 p.c. in the decade; at 17 increased 91 p.c., at 18, 93 p.c., or nearly four times as fast as the average¹ over five times as fast as the population. Persons 16-19 years old at school increased 86 p.c. The increase at these ages recalls another feature of the decade, *viz.*, the Adolescent Act of Ontario which required attendance up to the age of 16, unless the status of university matriculation was reached, or on failure to attend up to 16, part time must be attended at 16 and 17. Similarly other provinces raised the ages of compulsory attendance up to 14 and then to 15. Thus, we find school attendance at 15 increasing over 62 p.c. in the decade and at 14 increasing 34 p.c. The greatest increases took place at 16-18 but much greater than average increases occurred at 14 and 15. The weight of the compulsory attendance and adolescent acts is apparent, but it was not enough to explain the increase among adolescents is seen in the fact that the age of 18 increased most of all.

In the first place, however, it seems best to give a statement of school attendance as it was in 1931 and consider it in its bearing upon the educational status of the people.

School Attendance in Canada, 1931.—As has been seen, there were 2,154,695 persons between the ages of 5 and 24 who attended school at some period in the 9 months from September 1, 1930, to May 31, 1931. In addition to these, there were 4,766 who attended at some other age or ages making, in all, 2,159,461 or almost 21 p.c. of the total population. Between the ages of 5 and 24 there were about 52 p.c. of the population, between 5 and 19 there were over 65 p.c. and (using age limits more suitable for school statistics) between 7 and 18 there were 75·7 p.c. attending school, *i.e.*, there were only 24·3 out of every 100 persons who were not at school at these ages. If we calculate the average life-time as 60 years and the average number of years at school (from the proportion at school at each age) as 9·89 years, it devolves that almost 16·5 p.c. of a life-time is spent, not exactly at school, but tied down to the school. If to this is added the proportion at pre-school ages, *viz.*, 10·4 p.c. of the total population, the average of 6·24 years out of the 60, we have 16·13 years out of the number at school or pre-school, *i.e.*, 26·9 p.c. of a life-time. This can be compared with an average of 39 years each gainful employment for males and about 8 for women (not counting household duties as "gainful" employment). Since males and females attend school in very nearly the same proportions, we can say that for males 16 years are spent at school or before school, 39 years in employment and 5 years in idleness (in old age). The 39 years of male employment and the 8 of female have to support 21 years of male and 52 years of female dependency besides supporting themselves concurrently, *i.e.*, assuming the sexes to be equal numerically, 47 years of employment (without allowing for years that have to be made for irregular employment) have to support 73 years of unemployment. This gives a concept of the important part the school plays in a life-time. Assuming, as before, that the sexes are numerically equal and that they attend school for the same period—and it will be seen later that this is not far wrong—we have 19·8 years of school life against 47 years of employment in gainful occupations. The question arises as to whether these school years are merely a preparation for the employment years or

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for something else in addition. If they are merely a preparation for employment, then the expense of preparation is appalling. In any case, it is clear that these school years must not be wasted. Now, there is one form of waste that is immediately discernible. The years mentioned are those during which the person is in contact with the school. If the attendance during that period is not full time, then whatever it comes short of full time is wasted. In the Census of 1931 the attendance was taken by months at school during the year from September 1 to May 31, so that 9 months was the largest number possible. To the extent that the person attended less than this period the time might be regarded as wasted. The full force of this will be seen later.

A more thorough analysis of the progress in school attendance during the last thirty years will be made in Chapter VII but here, following up the idea of the time spent at school, the average in each of the three periods was as follows:—

1931	9·89 years
1921	9·13 "
1911	7·96 "

It will be seen from these figures that the person in 1931 spent, on an average, 0·76 years more of his life-time tied down to the school than in 1921 and 1·93 years more than in 1911. Thus the period of training for whatever it may be is lengthening out—if for employment, then life must be growing progressively more difficult; if for cultural needs, then life must be growing progressively fuller. It is no argument against this conclusion that the reason for the lengthening out is not that every individual increased by this much; rather, it is due to the fact that some persons remained at school no longer than before but that more persons stayed a long time at school and fewer persons stayed only a year at school. The results are the same in the long run. The population is considered en masse, so that this lengthening out of the period at school is quite genuine. There is much evidence to show that this prolongation is not all due to a necessity for, but that part of it is due to scarcity of, employment; for many are staying at school beyond normal time because they have nothing else to do. How this will react on future employment remains to be seen. If additional years at school mean additional education, then it will follow that the gainfully occupied of the future will be better trained than those of the past; but if there are certain limits beyond which education cannot go in the case of certain individuals, then these additional years at school are wasted. A very careful assessment should be made of the additional education that is received in return for these additional years.

Ages at School.—For a more complete understanding of the manner in which the averages above-quoted were built up, Table 28 shows, by single years and sex, the attendance in 1931 and 1921. This describes the school career as follows: a decreasing proportion begin school at the age of 5 years as is shown by the fact that in 1931 there were 11·29 p.c. at this age at school as compared with 14·06 p.c. in 1921. Experience seems to show that there is no great gain in sending children to school too young. Their school career is long enough as it is without sending them there at an age too young to benefit by it while their health undoubtedly suffers. The proportions increase from the age of 6 up to the age of 11 after which they decrease, at first slowly and then rapidly from the age of 13 on. However, 2·83 p.c. of the population 20-24 are still at school. Most of these are in training for higher education. The highest point reached is 97·18 p.c. at 11 years of age. It might be as well to point out here, to avoid any misunderstanding of the fact that the highest percentage attending school at any period during the school career is 97·18 p.c. of the population at that age, that this does not necessarily mean that 2·82 p.c. never attend school. Some may have attended at 11 years who either had attended at an earlier age or began school at a later age. We know from the figures of illiteracy that at ages 10-14 the percentage illiterate was 1·12, so that at least 98·88 p.c. must have attended school at some period before the age of 15, even if illiteracy is considered the same as never having attended school. In spite of the fact that some children learn to read before beginning school, it is quite safe to assume that the percentage of the population at 10-14 who have ever attended school is larger than the percentage who have learned to read. For one thing, those who learn to read out of school are more apt to go to school later than those who do not learn because, except in cases of population in isolated areas, they are apt to be the brightest children. The largest proportion that never go to school should be put at less than 1 p.c. or, conversely, at least 99 p.c. of the present population of school age put in an appearance at school at some time, although some of these do not begin until after the age of 11. In a very large sample of pupils by age and school grade it is found that over 1 p.c. are in the first school grade at ages 12 and over.

Table 28 shows marked contrasts between 1921 and 1931, which will be treated more fully in Chapter VII. It is clear, of course, that in both years the largest proportions were attending school at the ages of 10 and 11, but in 1921 the proportions increased very rapidly from the age of 6 to this point and dropped very rapidly after this point; in 1931 both the approach and recession were much less rapid, indicating that fewer stragglers were coming in late and fewer leaving early. This will be seen more clearly if we express the percentages at school in both years as indices with the age of 11 as base as follows:—

L.—INDICES OF PERCENTAGES AT SCHOOL WITH AGE 11 AS BASE AND DIFFERENCES BETWEEN
SUCCESSIVE AGES, CANADA, 1931 AND 1921

Age	Index		Differences between Successive Ages		Age	Index		Differences between Successive Ages	
	1931	1921	1931	1921		1931	1921	1931	1921
7	89·5	86·9	7·7	9·2	14	85·7	77·8	9·8	15·6
8	97·2	96·1	1·7	2·6	15	68·6	54·4	17·1	23·4
9	98·9	98·7	1·0	1·1	16	47·3	34·6	21·3	19·8
10	99·9	99·8	0·1	0·2	17	26·3	20·8	18·0	13·8
11	100·0	100·0	–	–	18	17·1	11·9	12·2	8·9
12	98·9	98·3	1·1	1·7	19	9·9	7·3	7·2	4·6
13	95·5	93·4	3·4	4·9	20–24	2·0	2·4	7·0	4·9

With this arrangement of the data it is clearly seen that (1) the indices were higher in 1931 than in 1921, i.e., at all stages the proportions at other ages were nearer those at the maximum age 11; (2) up to the age of 16 the difference between the proportions at one age and another were less in 1931 than in 1921 but after this age they were greater. This, of course, was the natural thing to happen. The main body of the population would be expected to complete their education before the age of 16, i.e., if all had attended regularly since beginning school they would have reached a standing equal to that which any compulsory education act (except Adolescent Acts) usually expects. If it were not for upper high school grades and university work they would all be expected to drop out at this age. The great difference between the two years is that up to the limits of the Compulsory Education Acts they remained much more steadily at school, and the force of these Compulsory Acts is traceable in the fact that they dropped more rapidly after this age. Without arrangement as above, it would be difficult to see this owing to the fact that the proportions were higher throughout in 1931. The influence of the Compulsory Act is particularly noticeable because the age at which they begin to drop more rapidly (15) is not a particular stage in school life, i.e., it is not a stage at which either high school entrance or university matriculation is reached. In 1921 they dropped rapidly between 13 and 14. This would correspond to the high school entrance stage. Not so in 1931. There is evidence that at the age of 13, pupils were further advanced in 1931 than in 1921 and yet they did not drop out as in the earlier year; nor did they wait till the age of 16 or 17 when they would have been expected to have completed the high school course. They simply obeyed the letter of the law. This is an important idea. The effects of the law seem to have been to wipe out the old well-defined lines of demarcation in the school career as these stages were recognized in most of Canada and the United States and to bring them closer to the stages as marked in the United Kingdom, Continental Europe and the Roman Catholic schools of Quebec. In these we have the elementary school after which there are two branches—the continuation and the secondary school. In Canada and the United States there are just two—the elementary and the high school.

Regularity of Attendance.—It has just been pointed out that, on an average, 9·89 years are spent at school but this merely meant that during this time the person was tied down to school. If he did not attend the full year, he was still associated with the school for a year but wasted the part that he did not attend. With very few exceptional cases this is true. It will be seen later that irregularity of attendance during time at school has as one of its results the necessity for staying longer at school. The question asked by the enumerator was "months at school since September 1", i.e., up to June 1. Table 29 gives the compilation on the answer to this question for the nine provinces, rural and urban, and for the ages 5-19, the same data being shown for 1921 as well.

Taking the conditions of 1931, it is seen that 94·62 p.c. of all the pupils going to school attended from 7-9 months out of a possible 9 months (from September to May, the period about which the census enumerator asked); 3·19 p.c. attended from 4 to 6 months and 2·19 attended less than 4 months, the average number of months apparently being about 7·8 out of 9 or, say, 87 p.c. of the possible time. If the full school year is put at 200 days and this percentage is representative it means that pupils on an average attended 174 days. It is important to mention this since we have the same facts measured, but from a different point of view, by the teachers' returns. The census measures the attendance of all persons living in Canada on June 1, 1931; the teachers' returns show the attendance of pupils coming in and out throughout the year and include a floating population some of whom are dead and others who have left the country before June 1, while still others may have begun school between June 1 and the end of the school year.

Added to this is the fact that the census figures show the attendance at all sorts of schools, including private schools, etc., while the teachers' reports in which we have records of duration of attendance are only for ordinary day schools. Further, the teachers' reports are carefully kept records in which day by day attendance is marked, while at the census, the person attending depends upon his memory and gives the attendance in months instead of days. Thus, if the person attended at any time during a certain month but not every day throughout that month, he would be apt to count that month as a month's attendance. Then, again, it is possible that children went to school in another province or country than their province of residence at the census. The two reports, therefore, do not necessarily tell the same story and yet there is a rough approximation to the same story in what they actually report.

There is one other reason why the two figures should be different. The teachers' reports record any pupil who is registered during the school year beginning at some time in August and ending the last of June. Consequently, any pupil who began school late, after the opening in August or in June (in the case of children just coming of school age), would pull the percentage of attendance down. On the other hand, the census reports data only for the school attendance from September 1 to May 31.

Bearing in mind all the reasons for differences between the percentages in daily attendance between the two sources of information, we have the following comparative percentages in daily average attendance as reported by the census for population 5-19 and by teachers' records for publicly-controlled schools.

LI.—PERCENTAGES IN AVERAGE DAILY ATTENDANCE AT SCHOOL ACCORDING TO TEACHERS' AND CENSUS REPORTS, WITH THE DIFFERENCE BETWEEN THE TWO, CANADA, BY PROVINCES, 1931

Province	Percentage in Average Daily Attendance		
	Teachers' Reports	Census Reports	Difference
Prince Edward Island	72·7	83·7	11·0
Nova Scotia	72·7	85·4	12·7
New Brunswick	77·3	84·8	7·5
Quebec	83·0	86·6	3·6
Ontario	77·3	86·9	9·6
Manitoba	78·6	86·2	7·6
Saskatchewan	76·7	84·9	8·2
Alberta	81·0	86·6	5·6
British Columbia	87·2	87·2	–

Now not alone of the reasons given, viz., the fact that so many "months at school" would represent in the census did not necessarily mean full months but merely an appearance at school, would be more than enough to account for the differences shown in the last column. The teachers' records being in all cases lower than the census proves conclusively that the causes mentioned entered into the differences.

Taking the census figures as one side of the truth, viz., the attendance of those who were resident in the province on June 1, 1931 and taking 9 months as the possible year, the following percentages compare rural and urban average daily attendance.

LII.—PERCENTAGES OF THE SCHOOL POPULATION 5-19 YEARS OF AGE IN AVERAGE DAILY ATTENDANCE, RURAL AND URBAN, CANADA AND PROVINCES, 1931

Province	Percentage in Average Daily Attendance		Province	Percentage in Average Daily Attendance	
	Rural	Urban		Rural	Urban
CANADA....................	84·9	87·7	Ontario......................	85·6	87·7
			Manitoba....................	85·1	87·6
Prince Edward Island.........	82·7	86·9	Saskatchewan................	83·6	87·8
Nova Scotia.................	83·6	87·5	Alberta	85·5	88·3
New Brunswick..............	83·3	88·2	British Columbia.............	86·8	87·5
Quebec.....................	85·0	87·6			

It is rather strange that the differences between rural and urban in the matter of regularity of attendance are so small considering that the differences are so large when it is a question of putting in an appearance at school during the year. One would have expected the opposite. It is not difficult under rural conditions to go to school some time during the year, but it is difficult to attend steadily the whole school year. And yet we have in the nine provinces a difference of only 2·8 p.c. between rural and urban attendance when it comes to regularity and one of over 8 p.c. when it comes to putting in an appearance. The above figures deal with persons 5-19 years of age, so that the chief reason for the non-appearance at school of rural persons is likely the earlier dropping out of school.

Using these data on months at school in conjunction with the ages of the pupils, we can estimate the number of years in actual attendance at school in the life-time of the pupil as compared with the number of years tied down to the school as follows:—

Year	Years Tied Down to the School	Years' Schooling (actual record)	Difference
1931..	9·89	8·55	1·34
1921..	9·13	7·58	1·55
1911..	7·96	6·58	1·38

Thus, under the conditions of 1931, out of 9·89 years tied down to the school 1·34 years were wasted through irregularity in attendance. If a child began school at the age of 7 and attended full time, he would have completed average schooling at age 15·55; but through not attending full time he does not complete it till age 16·89. Roughly, the same conditions hold for 1921 and 1911. That this is actually the result can be seen from an illustration which shows the attendance of the Canadian, British and foreign born. The attendance for these three classes is shown in Table 30. Since only ages 5-19 are used, the calculations for the three classes will be different from those shown above where ages 5-24 were used.

Nativity and School Attendance.—There are certain striking points of difference between the three classes. The British and foreign show smaller percentages attending school if we take the age limits as 5-19, but the British born show much fuller attendance at 5-9 than either of the other two, while both the British and foreign attend more fully than the Canadians at 10-14. It is at ages 15-19 that the Canadian born attendance is superior, i.e., the Canadian born stay longer at school, while the British born begin school younger, which may be one reason why they leave school earlier. When we come to regularity of attendance as measured by months at school the three classes compare as follows:—

	Average months at school during year
Nativity	
Canadian born..	7·77
British born..	7·83
Foreign born...	7·70

Here the British born attend more regularly during the year than the other two classes. This, if the year 1930-31 may be taken as a sample of the school career, would help to explain

why the British born leave school earlier. If, further, we regard the year as a sample, a rough measurement can be made of the total time at school of the three classes as follows:—

LIII.—AVERAGE NUMBER OF MONTHS AT SCHOOL AND PERCENTAGES ATTENDING SCHOOL OF THE POPULATION 5-19 YEARS OF AGE, BY NATIVITY AND AGE GROUP, CANADA, 1931

Item	Canadian Born	British Born	Foreign Born
Average months at school of the population at ages—			
5– 9..	7·60	7·68	7·51
10–14..	7·89	7·91	7·83
15–19..	7·84	7·81	7·75
Percentages at school of the population at ages—			
5– 9..	68·60	78·78	66·21
10–14..	93·39	96·37	94·41
15–19..	34·65	21·11	26·82

Thus the British born, in spite of the fact that they dropped out of school earlier than the Canadian born, apparently put in as much time at school throughout their school career owing to an earlier start and more regular attendance while at school. The foreign born apparently are behind the other two classes by about four months.

This now corroborates the earlier statement that one of the penalties of irregularity of attendance is having to stay longer at school. There is plenty of evidence from the data on grade at school that the standing reached is directly proportional to the time spent *in* school (not *at* school). The British born, then, may be expected to have reached the same standing as the Canadian born although tied down to the school a shorter period. They struggle less at the beginning, attend better while at school and leave earlier. If this is true in this case, it is very likely to be true in others and goes to show that the time spent "at school" over and above the time actually attended is waste. Now one and one-third years of this waste is three and one-third per cent of the time allotted for employment out of a life time and, consequently, increases the burden of the employed to this extent.

School Attendance by Provinces.—The percentage of the population at school between the limits of school age is roughly proportional to the time at school during life-time. If the 1931 figures are taken as a sample of conditions from the time the child begins school until the age of 19, the percentage at school in 1931 multiplied by 15 would be, roughly, the number of years at school between these ages. Thus, in the nine provinces, 65·67 p.c. of the population 5-19 were at school in 1931. Multiplying this by 15 would be 9·85 years. That this is not strictly true is due to varying numbers at different ages and the fact that there has been a steady lengthening out over the last fifteen years in time at school. The 9·85 is a rough estimate which will enable us to see that the percentage at school at these ages is proportional to the total time spent at school. In the following statement three facts are shown for the provinces: (1) the percentage of the total population that is found at ages 5-19; (2) the percentage of persons 5-19 at school and (3) the percentage of the total population at school. The last percentage is merely to show how the school population compares with the remainder. Thus, in the nine provinces 20·81 p.c. were persons 5-19 at school, leaving 79·19 p.c. out of school or, roughly, a proportion of 1 to 4.

LIV.—PERCENTAGES OF TOTAL POPULATION 5-19 YEARS OF AGE, PERCENTAGES 5-19 YEARS OF AGE AT SCHOOL AND PERCENTAGES OF THE TOTAL POPULATION AT SCHOOL, CANADA AND PROVINCES, 1931

	Percentage		
Province	5-19 of Population at All Ages	At School of Population	
		5-19	All Ages
CANADA...	31·29	65·67	20·81
Prince Edward Island...	31·65	64·58	20·73
Nova Scotia..	32·56	67·97	22·43
New Brunswick..	34·28	62·65	21·85
Quebec..	33·73	60·04	20·48
Ontario..	28·26	69·63	20·04
Manitoba..	32·74	66·58	22·10
Saskatchewan..	34·96	66·41	23·46
Alberta..	32·09	68·04	22·11
British Columbia..	26·12	69·13	18·32

In examining these percentages at school, it is apparent that the relationship between the percentage at school age and the number attending school tends, if anything, to be an inverse one. The best attendance is not reached where the proportion of children 5-19 is greatest. Therefore, a larger proportion of children at school age does not necessarily mean a correspondingly large proportion at school. We cannot definitely assume this as true when nine cases only are considered. The possibility is merely mentioned here, as the matter of age distribution and its influence will be dealt with in greater detail in a later chapter. If it is true, it is a problem the rural municipalities must face, for they have the largest percentage of children at school age.

The province which has the highest percentage of the total population at ages 5-19 is Manitoba and the lowest, British Columbia. The reason why Quebec and Alberta are not the highest is because of a large pre-school age (under 5) population, while the reason for Ontario's position is an older population. British Columbia has the smallest proportion because of a large adult population due to the fact that the majority of her population has been recruited from the other provinces and by immigration. Manitoba seems to be a mean in all these respects and so has the highest, Saskatchewan coming a close second.

In the matter of provincial comparison as to time spent at school, it has already been pointed out that the "percentage of the population at school" furnishes a rough judgment. A more careful calculation, not only of the length of school life but also of the differences between this and the part of it that was actually used by regularity of attendance, shows the following figures:—

LV.—ESTIMATED NUMBER OF YEARS SPENT "AT SCHOOL" AND IN ACTUAL ATTENDANCE BY THE POPULATION 5-24 YEARS OF AGE, WITH THE DIFFERENCE BETWEEN THE TWO, CANADA AND PROVINCES, 1931

Province	Estimated Years		
	Spent at School	In Actual Attendance	Time Lost (difference)
CANADA	9·89	8·55	1·34
Prince Edward Island	9·71	8·12	1·59
Nova Scotia	10·22	8·73	1·49
New Brunswick	9·39	7·96	1·43
Quebec	8·98	7·78	1·20
Ontario	10·60	9·20	1·40
Manitoba	10·07	8·68	1·39
Saskatchewan	9·88	8·39	1·49
Alberta	10·18	8·82	1·36
British Columbia	10·50	9·15	1·35

It is striking that the figures in the last column are so nearly uniform for the provinces' Quebec being the only marked exception, i.e., the school children of Quebec lose less time than those in any other province to the extent that it pulls the Dominion average below those of all the other provinces. This, of course, is very creditable. School life in Quebec is the shortest, but it goes some way to make up for this by more regular attendance. The reason that the school life is shortest is that fewer persons go on to secondary education due largely to the educational system. "Secondary education" in Quebec is as yet a selection of personnel, in the other provinces it is regarded as the right of everyone. Continuation work in Quebec is not considered secondary education; it is merely "complementary" or "supplementary" to elementary education. This is in line with the resemblance of the Quebec Roman Catholic system to European systems. Already it has been pointed out that, in fact though not in name, one of the aspects of the changes that have taken place throughout Canada in educational progress is an attraction in this direction. The ages at which pupils are now dropping out of school in large numbers correspond to the ages when complementary education can be completed—at, say, the stage of Grade X, in high school work, or Ontario second year "Lower School". Taking the totals in high school grades in the nine provinces (excluding the Roman Catholic schools of Quebec) and comparing the 1931 figures with the earliest of which we have a complete record, the numbers in the Entrance Class and the high school grades were as follows:—

LVI.—NUMBER AND PERCENTAGES IN GRADES VIII-XII (EXCLUSIVE OF THE ROMAN CATHOLIC SCHOOLS OF QUEBEC), CANADA, 1927, 1931 AND 1933

Grade	No. in Grade			P.C. in Grade		
	1927	1931	1933	1927	1931	1933
Total..........................	292,932	339,759	386,684	100·00	100·00	100·00
VIII...........................	120,390	126,000	130,845	41·09	37·09	33·84
IX.............................	75,761	86,335	95,281	25·86	25·41	24·64
X..............................	48,765	63,014	71,664	16·65	18·55	18·53
XI.............................	38,568	49,952	64,415	13·17	14·70	16·66
XII............................	9,448	14,458	24,479	3·23	4·25	6·33

Thus, the relative proportions in both Grades VIII and IX decreased even in the short period of six years, while the drop between Grades X and XI was greater in 1931 than in 1927; Grade X was more, and Grade IX less, of a stepping-off place in 1931 than in 1927. The process would be more clearly seen if an earlier year than 1927 could have been used. The median grade in 1933 was almost Grade X but the marked change between 1931 and 1933 was in the upper high school grades. This change, however, can hardly be regarded as typical since it was complicated by the depression in holding older pupils at school.

CHAPTER VII

EXTENT AND DIRECTION OF CHANGES IN SCHOOL ATTENDANCE DURING THE CENTURY

Introduction.—In the preceding chapter certain changes which took place in school attendance during the last decade have been mentioned more particularly for the purpose of clarifying the significance of the actual status in 1931. The change was in the direction of both prolonged school life and of increased time actually spent in school—two different concepts, be it noticed. The lengthening out of school life merely means that the child is being tied down longer to the school whether profitably or not; the putting in of more time at school means that within the limits of that school life the child attends more regularly and, consequently, is expected to derive more benefit from the school life. The difference between the two is here regarded as a waste. In Chapter VI, this waste (for the nine provinces) was measured as being 1·34 years between the ages of 5 and 24; the average school life was put at 9·89 years and the average time spent in school at 8·55 years.

Parents really interested in their children will readily grasp the significance of these figures. To reach the same status as the average child with the same regularity of attendance in the average child, these parents have to send their children to school for 10 years during which the children put in actually 8½ years of schooling. Since causes such as sickness, etc., over which the parents have little control may intervene, it is impossible for those parents, however dutiful they may be, to predict that with care they can control the situation so that the child may go to school only 8½ years instead of 10. In the meantime the child is tied down for 10 years to a rigid routine of attendance and probably homework, which interferes with any cultural training with which the parent may wish to supplement the school program and which the school does not furnish. The greatest hardship, however, is connected with the health, present and future, of the child. While systems of health inspection and physical training carried out by the school may help to mitigate these dangers they can no more than mitigate—they cannot avoid them. The child thrown in with other children is forever subject to epidemic diseases, injuries arising from sedentary position or inadequate lighting and all sorts of injuries that may arise from confinement and even play. All these dangers are incurred in return for that school standing mentioned plus or minus certain imponderable or immeasurable advantages which may be called training apart from that obtained from books. This training may take the form of physical, mental and moral discipline. It stands to reason that the one who gains most in this respect is apt to be the child from an indifferent home; the child from the best type of home gaining the least, if not actually losing from bad contacts.

Now, this is the situation and, being what it is, it is necessary for the parents and for the State, especially since the latter takes upon itself the responsibility of enforcing attendance, to weigh matters very carefully. Before we regard changes as improvements we have first to find out whether they *are* improvements. Consequently, it is necessary before reviewing the changes to weigh certain facts and arrive at criteria.

Age at Which School Life Should Begin.—The first thing for the parent to consider is when the child should begin school. Assuming, again, that he is an average child, can he, by beginning at 5, finish at the age of 15 instead of 17? If it is true that the child can finish at 15 instead of 17, this is a great gain, but even at 15 the period of childhood is over, while the attendance at the very tender age of 5 and 6 robs him of two carefree years of childhood. Especially at the present time when employment is so difficult to obtain, the exchange is decidedly a poor one, even if the same work could be accomplished between 5 and 15 that can be accomplished between 7 and 17, but can it? Here, again, we have to assume that the parent has not complete control of regularity and that the chief reasons for irregularity are such matters as illness, changing residence, etc., which are the parents' misfortune rather than their fault.

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Measuring from one standpoint only, *viz.*, the probability of attendance, we have the following figures:—

Age	P.C. of Population at School	Average Months at School in Year	Age	P.C. of Population at School	Average Months at School in Year
5-24	51·89	7·77	12	96·12	7·89
			13	92·77	7·88
5	11·29	6·01	14	83·33	7·86
6	53·13	6·90	15	66·67	7·84
7	86·97	7·64	16	45·98	7·80
8	94·45	7·84	17	28·49	7·84
9	96·15	7·88	18	16·62	7·82
10	97·00	7·90	19	9·63	7·78
11	97·18	7·90	20-24	2·83	7·77

Value of Time Spent at School under Age 7.—The child that attends every year from ages 5 to 15 inclusive puts in 83·54 months (out of 99 possible months), from 6 to 16 puts in 85·33 months, and from 7 to 17 puts in 86·27 months, *i.e.*, the child attending from 7 to 17 puts in 2·73 months more than the child attending from 5 to 15. This is at least a quarter of a year. Now, whatever may be said of ability tests, it is well established that there is such a thing as mental age and that up to the age of 16 the mental age increases. According to this the number of mental years from 7 to 17 is 1·2 times as great as between 5 and 15. Using mental years, the time spent at school by the 7-17-year-olds compares with that by the 5-15's as 83·54 to 100·25, *i.e.*, through the combined influence of regularity and mental age the 7-17's put in 16·71 months or about a year and two-thirds more than the 5-15's. This is more than the attendance of the 5- and 6-year-olds combined. Clearly, then, the years put in at school before 7 are wasted and a dead loss to childhood unless there are other considerations. A consideration which is apt to intervene is the barrier to progress consistent with mental age, frequently set up by the state. Such a barrier is the tendency to keep pupils down to a grade a year, or to make all pupils march in step unless they fail, *i.e.*, a child may fail in his grade and lose a further year but it is difficult and in most cases impossible for him to *gain* more than one grade a year. This is a characteristic of the graded school, not of the rural ungraded school. The gain in regularity of attendance in urban over rural schools is, therefore, apt to be offset in this way. Considering the importance of the matter, the state is absolutely blameworthy in so far as it allows or compels this sort of thing to go on. The loss of time in school is no light matter, nor is the loss of childhood. On the other hand, the parent who sends the child to school too young and keeps him there irregularly through any carelessness is culpable.

Evaluation of Changes in School Attendance.—With this foreword, it will now be possible to see whether the changes that have taken place during the century have been in the direction of improvement. Table 31 compares the years 1911, 1921 and 1931, in the average number of years spent at school and the average number of years of schooling received on the basis of regularity of attendance. The full school year is taken as 10 months and the figures have been calculated on the basis of the attendance at each age in the year of the census.

It is quite evident that striking changes have taken place. Taking first the case of the nine provinces combined, we have the following:—

Item	1911	1921	1931
	years	years	years
Time "at school", 5-24 years	7·96	9·13	9·89
Time in actual attendance, 5-24 years	6·88	7·58	8·55
Difference	1·38	1·55	1·34
Time "at school", 5-6 years	0·58	0·67	0·64
Time in actual attendance, 5-6 years	0·42	0·47	0·48
Difference	0·16	0·20	0·16
Time "at school", 7-14 years	6·38	7·12	7·44
Time in actual attendance, 7-14 years	5·34	5·98	6·49
Difference	1·04	1·14	0·95

LVIII.—AVERAGE NUMBER OF YEARS "AT SCHOOL" AND IN ACTUAL ATTENDANCE, WITH THE
DIFFERENCE BETWEEN THE TWO, BY AGE GROUPS, CANADA, 1911-1931—Con.

Item	1911	1921	1931
	years	years	years
Time "at school", 15-17 years	0·81	1·04	1·41
Time in actual attendance, 15-17 years	0·67	0·88	1·23
Difference	0·14	0·16	0·18
Time "at school", 18-24 years	0·19	0·30	0·40
Time in actual attendance, 18-24 years	0·15	0·25	0·35
Difference	0·04	0·05	0·05

It is apparent from these figures that there are three ways of lengthening out school life: (1) by beginning at a younger age; (2) by remaining to an older age; (3) by avoiding breaks between, whereby a year now and there is missed. This third is different from what has been termed "irregularity" of attendance, which means that within a school year the pupil misses a day or a week here and there and thus loses the benefit of a full year's attendance. Manifestly, some children stay out of school a whole year or even more at a time within the period from the beginning to the end of school life. This phenomenon is difficult to understand, but it is apparent from the figures that it is at least partly due to a child's not beginning school till past the natural age for beginning. Thus, between the ages of 7 and 14, there are 8 years but, on the average, children appeared at school only 7·44 years during which they put in 6·49 full years' attendance. Thus there was taken out of the school life 0·56 years (8—7·44) for *all* pupils, which really means a year or more for a large number of pupils while the rest attended continuously. This probably is the worst kind of waste, for the child who attends irregularly within the school year is likely to keep up some kind of contact with the class work, but the one who stays away a whole year or more is likely to lose the benefit of the education and training he has so far received.

Now in the case of all age groups the school life has been lengthening out considerably. For all ages it has lengthened out 1·93 years since 1911. It is interesting to see how this increased length of 1·93 years has been accomplished. Between 5 and 6, an increase of 0·06 years took place, meaning that more persons attended between 5 and 6, but at these ages there was a decrease between 1921 and 1931. It would seem that the practice of sending children to school at the very early ages is tending to die out and this is so much to the good. The lengthening out, then, has not taken place at the beginning of school life. Between the ages of 7 and 14 the school life has lengthened 1·06 years. This means that the practice of staying out of school a whole year or more between these ages, either by beginning school late, leaving before 14, or staying out a year after beginning school and before finally leaving, is disappearing. The improvement in this respect has been very considerable and there is not the least doubt that it has been a genuine improvement, for a gain of 1 year in 8 between these ages is a large proportion and certainly saves time at both beginning and end. The recognition of the practice of losing time within school life is to be seen in the Adolescent Act of Ontario, which calls for part time attendance at older ages for those who did not remain at school full time up to the limits set by the Act. Between the ages of 15 and 17 the school life lengthened by 0·60 years. This, undoubtedly, means staying at school to older ages. Between 18 and 24 the school life lengthened by 0·21 years. This has to do with more persons going in for higher education. A summary of the manner in which the increased length of 1·93 years in school life took place between 1911 and 1931 is as follows:—

at ages 5- 6 .... 0·06 years
      "   7-14 .... 1·06 "
      "   15-17 .... 0·60 "
      "   18-24 .... 0·21 "
      "   5-24 .... 1·93 "

Seeing the increases together like this enables us to assess them properly. The one undoubted improvement is the 1·06 years between the ages 7 and 14; the remaining 0·87 years, which is a lengthening out of school life at the end, may or may not be such. Certainly the 0·06 at the ages 5 and 6 is no improvement. The 0·81 after the age of 14 may be to the extent that it is in quest of higher school standing. Table 31 enables us to investigate this point further.

When we come to compare the years actually spent in school, i.e., full time at school, with the years tied down to the school we have a difference in 1931 of 1·34 years which may be regarded as wasted. In Chapter VI, the comparison between the British born and the other classes showed

that while the British born left school earlier, they put in, in actual attendance during their shorter school life, almost as much time as the Canadian born. The waste of 1·34 years in 1931 occurred at the various ages as follows:—

at ages 5- 6	0·16 years
" 7-14	0·95 "
" 15-17	0·18 "
" 18-24	0·05 "
5-24	1·34 "

Thus, there was a waste of 0·95 years at ages 7-14 which had to be made up after this age to bring the standing up to that of the average child. It is true that this waste was less than at the two previous censuses but it was a complete waste none the less. The comparison between censuses in the matter of this waste was as follows:—

	1911	1921	1931
at ages 5- 6	0·16	0·20	0·16
" 7-14	1·04	1·14	0·95
" 15-17	0·14	0·16	0·18
" 18-24	0·04	0·05	0·05
5-24	1·38	1·55	1·34

The elimination of waste, if taking place at all, is going on very slowly. It is true that, in proportion to the length of school life, it is growing smaller but is this the correct angle from which to view it? A waste of 1·34 years is taking place in the school life owing to irregular attendance, 1·11 years of which occurs before the age of 15 and has to be made up later to attain the standing of the average child, no matter to what it is in proportion. It is also true that the time actually spent in school by the average child has increased from 6·58 years in 1911 to 8·55 years in 1931, or 1·97 years, but this was at a cost of lengthening school life from 7·96 years in 1911 to 9·89 years in 1931 or by 1·93 years. This was a heavy price and the only good feature of it is that 1·06 of these 1·93 years took place between the ages of 7 and 14. The difference between 1·93 and 1·06 or 0·87 years was an undisputed extra cost to gain the 1·97 years of standing, i.e., the increase in school standing in the twenty years was at the expense of lengthening the school life at the two ends by 0·87 years, and this was by no means to the good. Had it not been for the waste this lengthening could have been avoided. Thus, a child beginning at 7, putting in full time and leaving at 15·55, could have reached the same standing as the actual ease of the child beginning at 7 and, because he did not put in full time, leaving at 16·89. Or, if we consider the time lost because of not being at school at ages 7-14, these children, by remaining at school and putting in full time, would have put in 8 years in this time so that they would only have to stay half a year more to reach the standing of the average. The difference between 16·89 and 14·55 or 2·34 years may be considered a waste, unless the children who stay out of school for à year or more within school age are being educated through travel or otherwise.

Provincial Distribution of Improvement.—Comparing only 1911 and 1931 in the matter of improvement and waste we have the following distribution:—

LIX.—ESTIMATED LENGTH OF SCHOOL LIFE AND TIME SPENT IN ACTUAL ATTENDANCE, WITH THE DIFFERENCE BETWEEN THE TWO AND INCREASE IN EACH DURING THE PERIOD, CANADA AND PROVINCES, 1931 AND 1911

Province	1931			1911			Increase in 20-Year Period	
	Estimated Length of School Life	Estimated Time Spent in Actual Attendance	Difference	Estimated Length of School Life	Estimated Time Spent in Actual Attendance	Difference	Length of School Life	Time Spent in Actual Attendance
	years	years	years	years	years	years	years	years
CANADA	9·89	8·55	1·34	7·96	6·58	1·38	1·93	1·97
Prince Edward Island	9·71	8·12	1·59	8·46	6·71	1·75	1·25	1·41
Nova Scotia	10·22	8·73	1·49	8·50	6·83	1·67	1·72	1·90
New Brunswick	9·39	7·96	1·43	8·07	6·46	1·61	1·32	1·50
Quebec	8·08	7·78	1·20	7·59	6·77	1·12	1·06	1·01
Ontario	10·60	9·20	1·40	8·50	7·00	1·50	2·10	2·20
Manitoba	10·07	8·68	1·39	7·60	6·15	1·45	2·47	2·53
Saskatchewan	9·88	8·39	1·49	6·62	4·96	1·66	3·26	3·43
Alberta	10·18	8·82	1·36	6·46	4·92	1·54	3·72	3·90
British Columbia	10·50	9·15	1·35	7·54	6·32	1·23	2·96	2·83

The last two columns are the most significant. In nearly all the provinces the improvement in the length of schooling received was a trifle greater than the increased length of school life, but it may be said that practically all the improvement was at the cost of prolonging the school life. As has already been pointed out, where this lengthening out of the school life took place within the limits of school age it appears to be so much to the good; if at the ends, a pure cost. The criterion is the age group 7-14, and is shown as follows:—

LX.—AVERAGE LENGTH OF SCHOOL LIFE AT AGES 7-14 AND INCREASES DURING THE PERIOD, CANADA AND PROVINCES, 1931 AND 1911

Province	Average Length of School Life at Ages 7-14		Increase in Length of School Life			Increase in Length of Time Actually Spent in School	P.C. of Increase in Actual Schooling at the Expense of the Beginning and End
	1931	1911	At Ages 7-14	At All Ages	At Beginning and End		
	years	years	years	years	years	years	
CANADA	7·44	6·38	1·06	1·93	0·87	1·97	44·2
Prince Edward Island	7·47	6·77	0·70	1·25	0·55	1·41	39·0
Nova Scotia	7·49	6·64	0·85	1·72	0·87	1·90	45·8
New Brunswick	7·23	6·42	0·81	1·32	0·51	1·50	34·0
Quebec	7·13	6·46	0·67	1·09	0·42	1·01	41·6
Ontario	7·65	6·75	0·90	2·10	1·20	2·20	54·5
Manitoba	7·53	5·99	1·54	2·47	0·93	2·53	36·8
Saskatchewan	7·55	5·36	2·19	3·26	1·07	3·43	31·2
Alberta	7·55	5·05	2·53	3·72	1·19	3·90	30·5
British Columbia	7·59	6·04	1·55	2·95	1·40	2·83	49·5

The last column shows the proportion of the actual gain in schooling in the twenty years that was at the expense of lengthening out the school life at both ends. In most cases this means lengthening it out at the latter end. The most expensive gain was in Ontario. Alberta, which shows the highest actual gain, was the most economical.

Standing Attained at School.—The foregoing deals only with time spent at or in school. There is no evidence from census data as to the standing actually reached as a result of this attendance except the figures on illiteracy. The Education Statistics Branch of the Dominion Bureau of Statistics collects data on the school grade reached. Since this branch began operation only during the decade, it is not possible to obtain comparative figures for 1931, 1921 and 1911, as in the case of time at school. However, the statistics of age by grade and other data make it clear that the grade at school is directly proportional to the full time spent in school and indeed proceeds almost exactly *pari passu*, *i.e.*, a full year at school means almost exactly one grade. This is, of course, for the average child. Some children do not progress this fast and others faster, but there is plenty of evidence that, if we take full years at school as the criterion for time spent, there are far too few children who proceed faster than a grade a year. The full proof of this is not possible in this study and, perhaps, would be out of place.

Table 33 shows what changes have taken place in seven provinces in the seven years up to the Census of 1931. This is measured by the average grade reached in 1924 and in 1931. Further, it shows the manner in which improvement has been effected. Even in this short space of time the average pupil was raised from about one-tenth of a grade in New Brunswick to 0·62 of a grade in Saskatchewan. It is not, however, in the raising of the grade that the changes have been most interesting and important, but in the manner of change in the various grades. The last part of Table 33 shows which grades have lost out and which have gained. In earlier years when children began school at a very young age and straggled in at all ages after this, attended irregularly and left early, the first four grades were over-crowded and the upper grades had a very light enrolment. The raising of the average grade was, of course, accomplished by decreasing the numbers in the lower grades and increasing them in the upper. If the children all started at the same age, attended with uniform regularity, left at the same age and were of equal mentality, then the number in each grade would vary exactly as the population at each age. That it does not is due to the absence of the four conditions mentioned plus certain other conditions, such as differences in teaching, etc. The chief factors operating against a smooth progression, however, were two, *viz.*, that the children did not begin together and did not attend equally regularly. That they did not do so has been made abundantly apparent in the first part of this chapter. The clearest evidence of what has been accomplished and the changes in

the seven years is found in the standing attained at ages 13 and 14, especially the latter. At the age of 14 the average pupil gained from 0·16 grades in Ontario to 0·62 grades in Saskatchewan, the reason for Ontario's small change being that it stood by far the highest at the beginning of the period. At the present time, evidently, the average child of 14 is in the high school entrance grade. A comparison of the grade reached at this age and the full time at school by this age is shown in Statement LXI, following:—

LXI.—AVERAGE GRADE AT THE AGE OF 14 AND AVERAGE NUMBER OF YEARS SPENT IN SCHOOL BY THE AGE OF 14, SEVEN PROVINCES OF CANADA, 1931

Province	Average Grade at 14 Years of Age	Average Number of Years Actually Spent in School by Age of 14
Prince Edward Island	7·36	6·77
Nova Scotia	6·96	7·09
New Brunswick	6·97	6·53
Ontario	7·07	7·35
Manitoba	7·13	7·00
Saskatchewan	7·33	6·82
Alberta	7·37	6·92

Considering that the two sets of figures do not represent exactly the same persons, the resemblance between them is remarkably close. Except in certain cases, the difference is not worth mentioning. Where the difference is at all significant it is seen that there is a large proportion of ungraded rural schools where the progress in step is not rigid as in the case of the graded schools. Thus, Nova Scotia, Ontario and Manitoba may be said to advance exactly one grade for every full year's attendance while the more rural provinces advance a little more than this but not much. Since this is so, the changes already described as taking place in the attendance may be considered to describe the changes that have taken place in school standing.

Chart 8, following, shows much more clearly the changes that have taken place in the seven provinces in the seven years.

School Attendance and Sex.—Since school attendance has been found to be commensurate with school attainment as measured by grade reached, it will be interesting to compare the progress of the two sexes. In this case the average number of years at school has not been calculated, but a good idea of it will be given by the percentages at school at each single year of age in Statement LXII following:—

LXII.—PERCENTAGES OF POPULATION 5-24 YEARS OF AGE ATTENDING SCHOOL, BY SINGLE YEARS OF AGE AND SEX, AND INCREASE IN THE DECADE, CANADA, 1931-1921

Age	Both Sexes		Male		Female	
	P.C. at School in	Difference	P.C. at School in	Difference	P.C. at School in	Difference
	1931	1921		1931	1921		1931	1921	
5-24	51·59	49·27	2·02	51·02	49·22	2·40	52·17	49·32	2·85
5	11·39	14·06	−2·77	10·94	13·67	−2·73	11·44	14·47	−2·83
6	53·13	51·55	1·28	52·64	51·67	0·97	53·65	52·03	1·62
7	86·97	81·94	5·05	86·85	82·11	4·74	87·06	81·77	5·32
8	94·45	90·64	3·81	94·48	90·79	3·69	94·42	90·50	3·92
9	96·15	93·12	3·03	96·13	93·15	2·98	96·16	93·09	3·07
6-9	82·74	78·86	3·88	82·58	78·91	3·66	82·93	78·80	4·15
10	97·09	94·09	3·00	97·06	94·17	2·89	97·12	94·01	3·11
11	97·18	94·31	2·87	97·23	94·44	2·78	97·14	94·17	2·97
12	96·12	92·74	3·38	96·24	92·91	3·33	96·00	92·58	3·42
13	92·77	88·07	4·70	93·17	88·28	4·89	92·36	87·86	4·50
14	83·33	73·39	9·94	83·71	73·09	10·62	82·94	73·70	9·24
10-14	93·44	88·71	4·73	93·61	88·75	4·86	93·26	88·68	4·58
15	66·67	51·29	15·38	65·71	49·37	16·34	67·65	53·23	14·42
16	45·68	32·63	13·35	43·84	29·36	14·48	48·17	35·93	12·24
17	28·49	19·59	5·90	25·92	17·04	8·88	31·13	22·18	8·94
18	16·63	11·23	5·39	15·55	10·00	5·65	17·60	12·46	5·14
19	9·63	6·86	2·77	9·66	6·88	2·78	9·60	6·84	2·76
15-19	33·87	24·79	9·08	32·89	23·59	9·30	35·00	26·07	8·48
20-24	2·83	2·27	0·56	3·62	3·11	0·51	2·02	1·45	0·57

Chart 8

PER CENT AT EACH GRADE (1-12) OF CHILDREN
14 YEARS OF AGE, 7 PROVINCES
OF CANADA, 1931 AND 1924
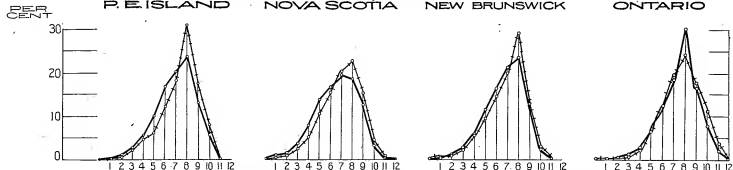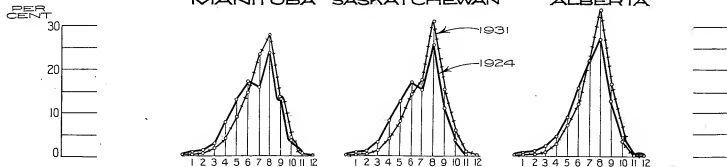
There are some striking differences in the changes which took place in the decade as between the two sexes. The later figures show about the same proportion of the boy and girl population at school up to the age of 14, a smaller proportion of the boy population from 15 to 18 and a larger proportion of boys after this age. The change in the decade was greater in the case of girls up to the age of 12, greater in that of boys from 13 to 16 and about equal thereafter. If we add up the unweighted percentages and take 10 months as the full school year, it gives us a good idea of the length of school life as follows:—

LXIII.—ESTIMATED LENGTH IN YEARS OF THE SCHOOL LIFE OF THE POPULATION 5-24 YEARS OF AGE, BY AGE GROUP AND SEX, AND INCREASE IN THE DECADE, CANADA, 1931-1921

| Age Group | Estimated Length of School Life | | | | Increase in Decade | |
| | Boys | | Girls | | Boys | Girls |
	1931	1921	1931	1921	1931	1921
	years	years	years	years	years	years
5–24	9·87	9·02	9·93	9·12	0·85	0·81
5	0·11	0·14	0·12	0·14	–0·03	–0·02
6–9	3·30	3·16	3·31	3·17	0·12	0·14
10–14	4·67	4·43	4·66	4·42	0·24	0·24
15–19	1·61	1·13	1·74	1·31	0·48	0·43
20–24	0·18	0·16	0·10	0·07	0·02	0·03

The increase in the length of school life was practically the same in the case of both sexes, but 59 p.c. of this lengthening in the case of boys and 57 in the case of girls took place after the age of 15 years. In both cases the tendency to send children to school at the tender age of 5 lessened and in both cases the school life was prolonged by approximately the same amount by this decreased tendency to begin school early or remain a year or more out of school during school age. This has both shown to be to the good. The most striking difference between the two years in the case of both sexes is the increased attendance at the ages 15 and 16, more pronounced in the case of boys than of girls. There is little doubt that compulsory attendance acts played a part in these changes and, as already mentioned, if the state thus lengthened out the school life it has an urgent duty in seeing to it that no handicaps are placed in the way of making the best use of it.

Now, taking the actual time spent in school as measured by the average number of months at school during the year, we have the following:—

LXIV.—AVERAGE NUMBER OF MONTHS SPENT AT SCHOOL BY THE POPULATION 5-24 YEARS OF AGE, INCREASE IN THE DECADE AND PERCENTAGE OF AGE, OF THE POPULATION AT SCHOOL, BY SINGLE YEARS OF AGE AND SEX, CANADA, 1931-1921

| Age | Average Months at School During the Year | | | | | | P.C. at School | | | |
| | Boys | | | Girls | | | Boys | | Girls | |
	1931	1921	Difference	1931	1921	Difference	1931	1921	1931	1921
5–24	7·77	7·50	0·27	7·77	7·52	0·25	51·62	49·22	52·17	49·32
5	6·02	5·73	0·29	6·01	5·73	0·28	10·94	13·67	11·64	14·47
6	6·90	6·53	0·37	6·91	6·54	0·37	52·64	51·67	53·65	52·03
7	7·66	7·33	0·33	7·63	7·31	0·32	80·65	82·11	67·09	81·77
8	7·84	7·61	0·23	7·83	7·57	0·26	94·48	90·79	94·42	90·50
9	7·89	7·67	0·22	7·88	7·66	0·22	96·13	93·15	96·16	93·09
6–9	7·66	7·37	0·29	7·64	7·35	0·29	82·60	78·91	83·93	78·80
10	7·90	7·69	0·21	7·89	7·69	0·20	97·06	94·17	97·12	94·01
11	7·90	7·70	0·20	7·90	7·70	0·20	97·22	94·44	97·14	94·17
12	7·89	7·68	0·21	7·89	7·69	0·20	96·24	92·91	96·00	92·55
13	7·87	7·65	0·22	7·88	7·68	0·20	93·17	88·28	92·36	87·85
14	7·58	7·36	0·22	7·57	7·63	0·24	63·71	73·09	62·94	73·70
10–14	7·89	7·60	0·29	7·89	7·69	0·21	93·61	88·75	93·89	88·68
15	7·83	7·50	0·33	7·55	7·64	–0·19	65·71	49·37	67·65	53·23
16	7·82	7·53	0·29	7·85	7·66	–0·19	43·84	29·36	48·17	32·22
17	7·83	7·57	0·26	7·84	7·65	0·19	33·92	17·04	31·12	22·18
18	7·83	7·62	0·21	7·82	7·65	0·17	15·63	10·00	17·60	12·46
19	7·79	7·61	0·18	7·77	7·58	0·19	9·66	6·88	9·60	6·84
15–19	7·88	7·54		7·84	7·65	0·19	32·88	22·23	35·09	26·67
20–24	7·79	7·80	–	7·74	7·74	·	3·63	3·11	2·02	1·45

Taking the case of the boy or girl who went to school at 5 and continued till the end, we have the following figures estimated for the number of full years (9 months in this case is taken as a full year) at different age groups.

LXV.—ESTIMATED NUMBER OF YEARS (NINE-MONTH) SPENT AT SCHOOL BY THE POPULATION 5-24 YEARS OF AGE, BY AGE GROUP AND SEX, AND INCREASE IN THE DECADE, CANADA, 1931-1921

| Age Group | Estimated No. of Years at School | | | | | |
| | Boys | | | Girls | | |
	1931	1921	Difference	1931	1921	Difference
5–24	17·08	16·66	0·42	17·06	16·68	0·38
5	0·67	0·64	0·03	0·67	0·64	0·03
6–9	3·36	3·24	0·12	3·36	3·23	0·13
10–14	4·38	4·25	0·13	4·38	4·27	0·11
15–19	4·34	4·20	0·14	4·35	4·24	0·11
20–24	4·33	4·33	–	4·30	4·30	–

The total gain by regularity of attendance was 0·42 years in the case of boys and 0·38 in the case of girls. We have already seen that the lengthening of school life was 0·85 years in the case of boys and 0·81 in the case of girls. This shows that lengthening of school life was a considerably stronger factor in the change in the decade than regularity of attendance, *i.e.*, than making use of the time while they were in school. Out of this the ages of, say, 6-14, where both lengthening of school life and regularity of attendance might be considered assets, the school life was lengthened 0·36 years for boys and 0·38 for girls, while the time at school through regularity of attendance was increased 0·25 in the case of boys and 0·24 for girls.

On the whole, therefore, the change that took place in the decade was lengthening out the school life rather than making fuller use of it. This consisted of picking up the stragglers who used to come in at 7, 8, 9 and later for the first time, as well as, more particularly, in extending school life into older ages. Consequently, no final judgment can be passed on the change as to whether it was all improvement or not. To the extent that the longer time at school was fully utilized by permitting free play to individual ability it was an undoubted improvement; to the extent that it was a lock-step machine-like operation it might even be injurious. Meanwhile, it must be borne in mind that the lengthening of school life should be charged to the expense side of the account, the use that was made of it to the credit side. Taking now the two sets of figures in conjunction for boys and girls and estimating the full time actually spent at school by the total population of each sex at each age, under conditions of 1931 as compared with those of 1921, we have the following figures:—

LXVI.—ESTIMATED TIME IN YEARS SPENT IN ACTUAL ATTENDANCE AT SCHOOL, BY SINGLE YEARS OF AGE AND SEX, CANADA, 1931 AND 1921

| Up to Age | Estimated Years Spent in Actual Attendance | | | | |
| | Both Sexes | Boys | | Girls | |
	1931	1931	1921	1931	1921
6	0·08	0·07	0·09	0·08	0·09
7	0·48	0·48	0·46	0·49	0·47
8	1·22	1·21	1·13	1·22	1·13
9	2·04	2·04	1·89	2·05	1·89
10	2·89	2·88	2·69	2·89	2·68
11	3·74	3·73	3·49	3·74	3·49
12	4·59	4·59	4·30	4·59	4·29
13	5·43	5·43	5·09	5·44	5·08
14	6·24	6·24	5·84	6·24	5·83
15	6·97	6·97	6·46	6·97	6·46
16	7·55	7·55	6·97	7·55	6·91
17	7·95	7·93	7·11	7·98	7·21
18	8·20	8·15	7·29	8·25	7·40
19	8·35	8·29	7·34	8·40	7·51
20	8·43	8·27	7·40	8·49	7·57
25	8·55	8·53	7·54	8·57	7·63

The above sets out the estimated number of years' schooling the present population is receiving as compared with the population of 1921, up to each year of age from 6 to 25, the single years 21-24 not included. This takes into account only the actual time they spend at school. "Up to age 6" means that they have not yet reached their sixth birthday and refers to the attendance

at the age of 5 years; similarly, "up to 7" means attendance at ages 5 and 6, and so on. It is seen that up to the age of 7, at either of the censuses and in the case of either sex, less than half a year's attendance has been put in. The school grades statistics in the *Annual Survey of Education* show that the average grade at the age of 6, *i.e.*, the achievement up to the age of 7, is 1·052, and this may be taken to allow for the non-attendance of those before the age of 6. This means that those actually attending at 6 have progressed 0·052 of a grade beyond the grade at which they entered school. The proportion of those attending school at this age who advanced beyond the grade at which they entered school was 5·5 p.c. Since 46·87 p.c. of the population at this age have not yet entered school, the figures for persons up to the age of 7 can be interpreted as follows:—

> 46·87 p.c. never entered school;
>
> 50·21 p.c. were in the grade at which they entered school;
>
> 2·92 p.c. advanced beyond the grade with which school life began.

Since 11·29 p.c. of the population enter school at the age of 5 and these are the persons who had the opportunity to advance a grade, it is seen how pitifully ineffective school attendance is at the age of 5. It is a striking fact that the situation is almost the same for each sex and at each period examined. Since there were 25,082 persons in 1931 attending school at the age of 5, this implies, on an average, a full year's service for 618 teachers (allowing 40 pupils to a teacher). At a salary of, say, $900, this would mean $555,000 for one-twentieth of a year's accomplishment on the part of these 25,000 pupils or $22 per child in addition to accommodation which would about double the sum mentioned. If we add to this the probability that attendance at this age is injurious to health and the certainty that it is robbing the person of carefree child-life, there seems to be no logic in beginning school at the age of 5.

Older School Children.—Out of the statement immediately referred to, as well as most of the foregoing statements and comments, arise two questions: (1) how much is gained educationally by the population as a whole by the lengthening out of school life beyond, say, the age of ,16? (2) have we any proof or indication that this lengthening out of school life has been, partly at least, caused by economic conditions, particularly the recent depression?

It has been seen that the greatest change which has taken place in school attendance during the century has been the lengthening out of school life, part of which has been accomplished by a greater proportion attending school within what might be called the natural limits of school life, *viz.*, the ages of 7-14 years, but partly achieved by a greater proportion remaining at school to older ages—after the age of 16. As a matter of fact the life has been shortened at the younger ages, a smaller proportion attending at the age of 5 in 1931 than in 1921.

At the age of 16 the average number of years already spent at school under conditions of 1931 was 7·54 for boys and practically the same for girls.

The ten years since 1921 saw an improvement in this respect of 0·67 years in the case of boys and 0·65 in the case of girls, *i.e.*, probably a sufficient improvement to raise the average educational status by one school grade. This may be considered a raising of the educational level of the population from one on which they could hardly be said to be capable of applying their education to practical problems to one on which they might well be capable of doing so. Grade VIII, the present level, is high school entrance. In some provinces all the knowledge of arithmetic the pupil ever obtains formally at school is obtained before high school entrance. Similarly, such branches of knowledge as geography and Canadian and British history are covered once, in public school, and such subjects as agriculture and in some cases, bookkeeping, are covered sufficiently for ordinary practical problems. It is a far cry to high school entrance level of education from one of illiteracy on the part of the population as a whole. On the present level (at 16) the average person may be said to be "educated." To give a true concept of what this present level means it might be mentioned that about forty years ago, in certain provinces, persons were qualified to teach with a "Grade E" license. The academic qualifications for such a license were the equivalent of present-day high school entrance. That the average person at 16 to-day is academically qualified to teach under the conditions of forty years ago is rather startling. With this in mind, it is not only interesting but important to see how much more is gained by staying in school after the age of 16. In the case of the boys, the number of years actually put in at school from the age of 16 to 25, under the conditions of 1931, was 0·99, for girls 1·01; in 1921 it was

boys 0·67, girls 0·72; increase in decade, boys 0·32, girls 0·29. Thus just one year of extra schooling is obtained by the population after the age of 16; ten years ago only two-thirds of a year's schooling was obtained after this age.

It has just been discussed what the acquisition of this particular year signifies and this will enable us to appraise the actual gain by attendance up to the age of 25. Before we can make a proper assessment it will be necessary to show the exact stages of education the persons over 16 years have reached. From the *Annual Survey of Education* we have the distribution of persons over 16 actually at school in 1931. Out of a sample of 208,861 persons known or assumed to be over 16 attending institutions of learning in 1931, the following was the grade standing or place by percentages of the whole (208,861). The statement immediately after shows the grade standing of 110,064 in public and private schools at the age of 15.

LXVII.—GRADE STANDING OF PERSONS ATTENDING SCHOOL OVER AGE OF 16, CANADA, 1931

Weight	Grade	No.	P.C.
			(¹)
1	Kindergarten and kindergarten-primary..................................	158	0·08
1	Grade I..	182	0·09
2	" II..	302	0·14
3	" III...	670	0·32
4	" IV..	1,434	0·69
5	" V...	2,968	1·42
6	" VI..	5,625	2·69
7	" VII...	14,549	6·97
8	" VIII..	17,617	8·43
9	" IX..	25,675	12·29
10	" X...	34,195	16·36
11	" XI..	4,521	2·16
11	University preparatory..	14,195	6·80
12	Grade XII..	5,291	2·53
12	First year university...	7,956	3·81
12	Normal School..	3,113	1·49
11	Special..	15,343	7·35
11	Day courses, private business colleges................................	4,799	2·30
13	Second year university..	3,278	1·57
14	Third year university...	2,703	1·29
15	Fourth year university..	440	0·21
13	Special, university...	2,094	1·00
13·2	Unspecified by year (university) but full time students................	2,041	0·98
16	Graduate students..	39,736	19·03
12	Professional, part-time, short courses, etc..........................		
	Total sample, 16 years of age and over.............................	208,861	100·00
	Average grade..		10·77

(¹) Less than one one-thousandth of one per cent.

LXVIII.—GRADE STANDING OF PERSONS ATTENDING SCHOOL AT AGE OF 15, CANADA, 1931

Weight	Grade	No.	P.C.
			–
1	Kindergarten and kindergarten-primary..................................	200	0·18
1	Grade I..	331	0·30
2	" II..	612	0·56
3	" III...	1,595	1·45
4	" IV..	4,108	3·73
5	" V...	8,024	7·29
6	" VI..	13,353	12·13
7	" VII...	25,559	23·22
8	" VIII..	21,329	19·38
9	" IX..	16,933	15·38
10	" X...	9,127	8·29
11	" XI..	6,732	6·16
11	University preparatory..	668	0·61
12	Grade XII..	1,443	1·31
11	Special..		
	Total sample, 15 years of age......................................	110,064	100·00
	Average grade..		8·50

It is necessary to determine weights for this gradation and, while they may be more or less arbitrary and, consequently, faulty, they are necessary if an assessment is to be made. The "university preparatory" represented by the figures, then, may be considered as equivalent to 11 years work; the business college or special as 11 years; the first university year, Grade XII and Normal School as 12, second year university as 13, third as 14, fourth as 15, special as 13;

MAP II

LEGEND

INTERVALS
OF SCHOOL
ATTENDANCE

UNDER 7.00

7.00 - 7.20

7.21 - 7.41

7.42 - 7.62

7.63 - 7.83

7.84 & OVER

DISTRIBUTION OF RURAL SCHOOL ATTENDANCE
ACCORDING TO
THE NUMBER OF MONTHS AT SCHOOL *
OF THOSE ATTENDING AMONG THE
222 COUNTIES OR CENSUS DIVISIONS OF
CANADA 1930-1931

* Number of months of Rural School attendance
1930-1931 in intervals of .21 months.

.21 months = approximately 1 school week
9 months being the possible attendance.

unspecified full-time students as 13·2 (the average of the four university years); the graduate students as 16, and the mixed class of professional, part-time and short course as, say, 12, since more than half of these are doing work below university grade, their average standing being pulled up by the high standing of the professional element.

The average standing of persons who are actually attending educational institutions after the age of 16, this standing being translated into years, is 10·77. The average standing of persons attending public, private and university preparatory schools at the age of 15 is 8·50 years. Consequently, the standing attained because of attendance after the age of 16 is the difference or 2·27 years. Now, 45·98 p.c. of the population attend school for some time after their sixteenth birthday, so that this gain in standing distributed over the whole population is 1·04 years. (Already we have seen that the population, on an average, spends just 1 full school year at educational institutions after the age of 16.)

The dissemination of education among the total population, as distinguished from those remaining at school, can be roughly shown. Suppose we assume that a maximum of 99 p.c. of the population goes to school, 1 p.c. being the maximum estimate of those never attending school according to the figures on illiteracy. Then we can estimate the standing of all who leave school at the different ages as follows:—

Age of School Leaving	P.C. Leaving School	Average Grade (7 provinces)
11	1·08	4·65
12	3·42	5·62
13	9·63	6·61
14	16·99	7·47
15	21·10	8·32

The average grade of the population at 15 years of age (i.e., under their sixteenth birthday) who have ever been to school according to this is 7·56 and, if we suppose 1 p.c. never went to school, the average grade of the total population at 15 would be brought down to 7·48. The average number of full years at school up to 16 is 7·55, so that each full year's schooling up to 16 is equivalent to just 1 grade and after 16 to 1·04 grades, a difference of 0·04 grades. There is thus a selection of 0·04 p.c. over and above the selection implied by the type of education received, for the average person would never attain university graduation standing. This selection, presumably, is due to the type of person as well as to the greater maturity of the age.

If we still assume that the decrease in percentage attending school (according to the census) from age to age represents those leaving school and that about 99 p.c. of the population attend school at some time, we have Table 34 showing the distribution of persons leaving school at different ages.

The foregoing deductions have a theoretical value in that confirmation comes in from all sides that these things can be measured. There is no reason why the census figures and the reports of teachers should agree so closely in the measuring of attributes except that such measurements are sound. If sound, there is no reason why they cannot be pushed further. It seems, then, that the elementary school supplies the needs of the average person for as long a time as he will spend at school. The high school and all higher institutions of learning are necessary for the stratum of the population that is intellectually or otherwise above the average. The educational level of the population is raised by this stratum to supply the intellectual needs of the country, for without doubt a more elementary education does not satisfy these needs.

What is still more important is the idea that as much education as the average person receives could with full attendance be obtained by entering school on the seventh birthday and leaving just before the fifteenth birthday or, according to census terminology, "at ages 7-14". This would not supply the needs of the under-par person or the person who attended irregularly. In 1931 according to figures already given for persons over the age of 16 attending school, 5·43 p.c. were below Grade VIII and 6·97 in Grade VIII, while 87·60 were above this grade.

CHAPTER VIII

INFLUENCE OF PHYSICAL ENVIRONMENT AND POPULATION CONTENT UPON SCHOOL ATTENDANCE

Introduction.—In the two preceding chapters a study was made of the facts of school attendance and the changes in the century with an assessment of these changes. The treatment of the factors influencing school attendance is the task of this and the next chapter. These factors may be divided into two classes: (1) the physical and social environment, *i.e.*, the influences exerted by nature and by the social order in so far as they are communal or thrust upon the person or his family; (2) the personal elements such as family conditions. The physical and broader social factors will be treated in this chapter.

It must be remembered that eight of the nine provinces have some form of compulsory school attendance laws while the province of Quebec has many devices for encouraging school attendance although not a formal school attendance act. One of these devices is the tax for all persons of school age whether attending school or not; another is a moral or religious one. Since the teaching of religion is a part of the child's training, it stands to reason that those responsible for giving this training will use every effort to encourage the child to attend the place of instruction which is the school. A proof of the efficacy of this moral suasion is the fact that in regularity of attendance on the part of those who put in an appearance at school, Quebec, tying with Alberta, stands second best among the nine provinces.

Now it may seem strange, when these compulsory attendance and other laws are considered, that such concepts as social environment influencing school attendance should enter the picture at all. If all are governed by the same law, why should wide differences appear among different social classes? Yet such differences do appear. It is easy enough to understand how physical environment would affect school attendance because, no matter how strictly the laws are enforced, they cannot compel the child to attend school if there is no school within reach or if the climate is too severe to permit attendance.

The explanation of why both physical and social environment are influential will be attempted in the proper place. Just here it is important merely to know that these influences exist.

Physical Environment.—In 1931 the census gave the number of persons attending school in the 222 counties or census divisions of Canada. The data thus given will now be used to portray the influences of physical environment. Table 35 shows the population, the number attending school and the average number of months at school, referring to persons at all ages in the rural parts of those counties. The rural parts alone are shown because it is not reasonable that physical environment would influence school attendance in urban localities.

There are two aspects to Table 35 which need examining: (1) the number at school in proportion to the population; (2) the average number of months at school as measuring regularity of attendance. The second of these will be considered first since we would expect that physical environment, especially climatic conditions, would affect regularity of attendance rather than *any* attendance. As explained in the other chapters, the possible number of months at school in any part was, n̄ ñe months, since the census called for only the number of months from September 1, 1930, to May 31, 1931. These, it is seen, consisted of two autumn and six winter months and one spring month, so that climatic conditions might be expected to exert a powerful influence on regularity.

Effects on Regularity of Attendance.—The differences in average months at school during the year associated with geographical conditions are surprisingly small. The average months at school vary only from a little below 7 to a little below 8 (out of the 9) in the 222 divisions, *i.e.*, there is a variation of a little more than 1 month from the division showing the poorest attendance to that showing the best attendance, barring the District of Patricia. If we arrange the divisions in descending order of months attendance and regard 0·21 months as equivalent to a week (*i.e.*, making allowance for the fact that the possible month is only 0·9 of a full school year), we have the number of divisions according to attendance in weekly intervals as follows:—

Number of months school attendance in intervals of 0·21 months (or approximately 1 week), showing number of counties or census divisions in each interval:—

Total	222
7·84 and over	12
7·63-7·83	119
7·42-7·62	68
7·21-7·41	16
7·00-7·20	5
Under 7	2

Thus, all but 14 of the counties vary only 4 weeks from the lowest to the highest while 119 or over 50 p.c. vary only 1 week. The only way in which the slightness of variation can be appreciated is by having before one the map of Canada with the divisions marked according to these class intervals. Accordingly, the following map shows the geographical distribution of months attendance, the scheme being explained in the legend.

On the whole only a slight geographical influence is shown. The attendance becomes poorer as we approach the extreme north but it is readily seen that only *extreme* physical environment produces differences worth mentioning. After all, there are only 6 weeks between the poorest, and the best (excluding District of Patricia) and the best can in no sense be regarded as due to physical conditions, rather, in most cases to suburban settlement as in the case of St. John, Vaudreuil and Welland, the Winnipeg area in Manitoba and the divisions of British Columbia, and to causes difficult to explain in the three divisions of Alberta and their adjoining division in British Columbia. Again there are extremes of poor attendance which can in no way be associated with climate, such as Division 4, Sask., Pontiac, Que. and Inverness, N.S., but the last two are faced with physical difficulties other than climate, viz., very mountainous parts especially in the north, while the Saskatchewan division is a ranching country with many local features that would make for poor school attendance. Examining the 23 worst divisions, only 13 can be said to be in the northernmost parts and, in these, sparseness and recency of settlement may be as much responsible for the poor attendance as climatic and other physical features while 4 others are undoubtedly affected by physical conditions such as mountains, etc. This would be enough to establish definitely the existence of physical influences if it were not for the fact that the differences are so small. Another interesting feature is the continuous tract of second bests from the southern part of Manitoba in a northwesterly direction to the middle of Alberta. What makes this of special interest is the fact that between 1921 and 1931 these areas were being badly depopulated, indicating an outward movement especially to the northern parts of the provinces. The chief cause of their good appearance is undoubtedly the fact that they were the older settlements but there is also another important cause, viz., that in a decreasing population the proportion of very young children is apt to be small. If the differences were not so trivial it would be worthwhile measuring the geographical bearing of the number of months at school, for we have easy access to the distances of the centre of each county from the centre of Canada, but the slight differences do not seem to justify the labour of calculation. It may be said that, roughly, there is an extreme difference of only 5·02 weeks (as measured by six times the standard deviation) and that more than two thirds are within 1·74 weeks of each other in regularity of attendance. This is all the more remarkable considering the differences in regularity shown by the different ages. The attendance ranges from 6·02 months at the age of 5 to 7·90 months at the age of 11, a difference of about 9 weeks, according to the equating factor used in the case of geographical divisions. In 1921 the range between the ages was about 9·4 weeks.

A classification of the ages exactly similar in form to that of the counties and shown in comparison with the counties is as follows:—

LXIX.—PERCENTAGES OF TOTAL AGES COMPARED WITH PERCENTAGES OF TOTAL COUNTIES REPRESENTED IN VARIOUS INTERVALS OF SCHOOL ATTENDANCE.
CANADA, 1931

Attendance Interval	P.C. of Total	
	Ages	Counties
TOTAL	100·0	100·0
7·84 months and over	50·0	5·4
7·63 to 7·83	37·5	53·4
7·42 to 7·62	-	30·8
7·21 to 7·41	-	7·2
7·00 to 7·20	-	2·3
Under 7	12·5	0·9

The variation in age is calculated from this to be almost twice as great as that in geographical divisions and considering that the number of different ages is so small and of counties so large this is very striking. It is also true to some extent that the age distribution enters into the differences in the counties. Only for the variability shown in ages and the fact that there is such close agreement between the full year at school calculated from the census figures and that exactly measured from teachers' returns, we would be inclined to suspect some error as causing the slight variation in attendance among the different census divisions; as it is, there is no ground for such suspicion. The conclusion would seem to be that the influence of physical environment upon school attendance, once the pupil is registered at school, is unimportant. It is only under extreme physical conditions that it is at all appreciable. This was pointed out in the monograph *Illiteracy and School Attendance in Canada* based on the 1921 Census, but the data used were not so closely examined as in the present instance.

Effects on Proportions Attending School.—Since there 'is so much uniformity as between geographical areas in the regularity in school attendance it seems remarkable that there is a wide variation in the proportions of the population attending school. If we base the attendance on the total population (*i.e.*, at all ages), we, of course, have the age distribution to reckon with, but even when the school attendance at ages 7-14 is based upon the population at 7-14, there is just as wide a variation—indeed wider. What the age distribution is likely to have to do with school attendance can be illustrated by taking the percentages at the same ages for each province. Since the use of every age of school life would merely blur the illustration let us take the extremes 7 and 14, and the age of 11, which has the maximum attendance, as follows:—

LXX.—PERCENTAGES OF THE POPULATION AT SCHOOL AT CERTAIN AGES, CANADA AND PROVINCES, 1931

Province	P.C. of Population at School at Age		
	7	11	14
CANADA[1]	86·97	97·1[2]	83·33
Prince Edward Island	84·82	97·60	83·88
Nova Scotia	85·82	97·35	86·91
New Brunswick	83·81	95·51	77·51
Quebec	84·06	96·40	67·73
Ontario	90·86	98·22	90·40
Manitoba	87·88	97·27	87·32
Saskatchewan	85·33	97·09	91·99
Alberta	86·08	97·30	94·00
British Columbia	89·55	96·64	93·32

[1]Nine provinces only.

From the highest to the lowest percentage at the age of 7, there is only a range of 7·05 p.c.; at 11 a range of 2·71, but at the age of 14, a range of 26·27. Evidently, then, whatever extreme variation due to age occurs in geographical areas is caused by dropping out earlier than the age of 14, not to great differences in attendance at other ages.

Population Content – Effects on School Attendance and Relation to Physical Environment.—The manner in which the percentages at school, ages 7-14, are distributed among counties is shown, by nativity, in Table 36. Both sides of the situation are shown, *viz.*, percentage of the population 7-14 at school and *not* at school. It is really striking that in 26 counties the British born showed 100 p.c. at school and in 13 counties the foreign born showed the same, while in no county did the Canadian born show as high as 99 p.c. One useful fact is disclosed here, *viz.*, that it is possible for every child 7-14 to go to school, *i.e.*, if physically and mentally fit to do so. The fact that the British and foreign born arei mmigrant children and, consequently, not likely to have been admitted if unfit, may explain why 100 p.c. can be at school but it is not necessarily the explanation. The number of Canadian born in every county is so very large compared with the others that pure chance might be expected to bring it about that some would be found not at school. There is, therefore, no great significance in the fact that the Canadian born fail to reach 100 p.c. in any county.

It is a far more important matter that the attendance of the Canadian born is more uniform as between counties than that of the other two, the British being less uniform and the foreign still less—in fact, much less. A glance at the table is sufficient to show how scattered the attendance of the foreign born is. Notice that in 16 counties they have 98 p.c. or more at school while

MAP III

LEGEND

PER CENT ATTENDING
SCHOOL FOR
ANY PERIOD

81% & UNDER

82-85

86-89

90-93

94-97

98 & OVER

DISTRIBUTION OF THE CANADIAN-BORN
POPULATION 7-14 YEARS OF AGE
ACCORDING TO
PERCENTAGES ATTENDING SCHOOL
FOR ANY PERIOD, AMONG
THE
222 COUNTIES OR CENSUS DIVISIONS OF
CANADA 1930-1931

in another 17 they have 75 p.c. or less, i.e., 25 p.c. or more out of school, while in 6 counties they have 43 p.c. or more out of school. Now, these variations in the foreign born as compared with the Canadian can have nothing to do with physical environment. The uniformity of the Canadian born shows how very little physical environment has to do with school. They have 23 p.c. or more not at school in 6 counties and these counties are extreme in latitude; but all except 7 are confined within the fairly narrow range of 3 to 20 p.c. not at school, while outside of this range there are 40 in the case of the foreign born—16 better and 24 worse. It is impossible to believe that the same physical environment would permit one set of people to go to school and prevent another set from going to school.

To show still more clearly how much physical environment has to do with school attendance, the percentages foreign born attending school, county for county, according to the percentages of the Canadian born attending school are given in the statement below. This statement shows that 20 counties have less than 80 p.c. of the foreign born attending school where the Canadian have more than this, while in only 2 counties have the Canadian less than 80 p.c. where the foreign born have more. It is only within a narrow range that there is a correlation between the attendance of the two classes, viz., between 80 and 97, and even then the correlation is not very good. The effects of physical environment, therefore, must be very small and only noticeable in extreme climate and new, unsettled or mountainous parts as seen in Map III, which shows the Canadian born by six classes of percentage attendance in the different divisions of Canada.

LXXI.—SCATTER DIAGRAM SHOWING FREQUENCY DISTRIBUTION OF 220 COUNTIES ACCORDING TO PERCENTAGES ATTENDING SCHOOL OF CANADIAN BORN, IN RELATION TO PERCENTAGES ATTENDING SCHOOL OF FOREIGN BORN, CANADA, 1931

P.C. Attending School of Foreign Born	Number of Counties														Total
	P.C. Attending School of Canadian Born														
	98-99	96-97	94-95	92-93	90-91	88-89	86-87	84-85	82-83	80-81	78-79	76-77	74-75	73 and under	
100		2	3	3	1	4									13
98-99		1	2												3
96-97		14	5	2	1		1								23
94-95		16	7	4	2	3	3	1	1						37
92-93	1	6	12	5	3	1	1								29
90-91		2	8	6	3	1	1		1				1		23
88-89		1	7	5	4	2	1	1							21
86-87		1		3	2	4	3	1							14
84-85				3	3	3	1		1			1			12
82-83				3	1	2	3		1	1					11
80-81				1	2	1	3	2		1					10
78-79							2	2							4
76-77						2	1								3
74-75				1						1					2
72-73					1	1									2
70-71					2					1					3
68-69			1												1
66-67														1	1
64-65							1								1
60-61									1						1
56-57							1		1						2
50-51														1	1
45 and under										1				2	3
Total	1	43	45	33	24	21	25	9	8	2		1	1	4	220

Correlation of Percentages at School with Various Factors.—To make more certain of the possible effects of physical environment Table 37 further shows the percentages attending school in correlation with the density (per square mile) of population, the percentage urban, the percentage rural non-farm population and the percentage British races. The purpose of this table is to show the relative weights of each of these four factors in correlation with the percentage at school. The density and the percentage urban are regarded as physical factors, the other two as social factors.

Throughout this study the use of the coefficient of correlation has been carefully avoided. In the 1921 monograph it was used extensively for the reason that the information tabulated by the census had largely an indirect bearing upon the phases treated. Later tabulations bearing directly upon these phases confirmed the conclusions arrived at by the correlation method. In the case of the 1931 Census, tabulations were made bearing directly upon these phases so that deduction from inference or correlation has not been found necessary. In the case of Table 37, however, it was considered expedient to resort to this correlation method. The reason for this can readily be seen from the headings of the columns. The number of children attending school in the rural parts of the counties was not tabulated for the ages of 7-14, the age limits of 5-24 being used instead. Since the number attending school at 7-14 in these rural areas was not known, use was made of the multiple correlation method to measure the variations in school attendance as between counties where the percentage urban was rendered constant. The chief quest was to ascertain the effects of physical environment, other things being equal, the "other things" being factors not connected with physical environment. In this case the other factors selected were percentage urban, percentage rural non-farm population and percentage British races. Thus the farm population was taken as the ideal for rural upon which physical environment was most likely to play. The rural non-farm population is, in most cases, settled in unincorporated population aggregates which are likely to be situated close to schools. Where thus in proximity to schools there is no reason why physical environment should play any part in keeping the children from school. If the rural non-farm or urban population shows poor attendance it must be something social, not physical. To make absolutely sure of this, i.e., eliminate the cases where the non-farm was likely to be a scattered population, counties in the extreme north were omitted from the calculation. In a sample of 55 counties (selected at random from the 220 counties, after omitting such counties as were all urban and others in the extreme latitudes) the multiple correlation of percentages at school, 7-14, with (1) the density of population, (2) the percentage urban, (3) the percentage rural non-farm and (4) the percentage British races, was found to be only 0·75. The correlation was almost entirely with the percentage British races. That with density of population was nil. It is true that the density of population is not a perfect criterion of physical environment, especially with areas as large as counties. Several counties are long and narrow, a part of them extending into northern latitudes. In such counties the population is situated in the southern parts so that the density may be great where there is any population but when the total population is divided by the area of the entire county the density is found to be low. However, it is the least misleading of a number of devices tried out to show the development of settlement and, on the whole, a county with high density is at an advanced stage of settlement, i.e., it has had time to build schools not too far apart for all the school population to attend. Generally speaking, the rural non-farm population shows a negative correlation, i.e., it is a disadvantage to school attendance to have the rural population non-farm. This must surely be a matter of class of people. Already it has been shown that the children of such persons as miners, fishermen and lumbermen are apt to be more illiterate than the average. Such occupations are apt to be represented largely among the rural non-farm population. The equation is as follows: $X_1 = \cdot 0055 \; X_2 + \cdot 0427 \; X_3 - \cdot 0150 \; X_4 + \cdot 0987 \; X_5$, where

$X_1 =$ percentage attending school;
$X_2 =$ the density per square mile;
$X_3 =$ the percentage urban population;
$X_4 =$ the percentage rural non-farm;
$X_5 =$ the percentage British races.

The averages are: $X_1 = 91$; $X_2 = 24$; $X_3 = 32$; $X_4 = 17$; $X_5 = 49$. The standard deviation of X_1 is 4·4. The relative importance of the different factors in terms of the square of this standard deviation is measured as follows: $-0\cdot0041$; $1\cdot0342$; $0\cdot1211$; $9\cdot6706$, i.e., the relative importance

of the density, urban, rural non-farm and British is respectively as $1 \cdot 252$, 30 and $2,360^{1}$. Almost 90 p.c. of the total square correlation of $0 \cdot 56$ is due to British races.

Conclusion.—The general conclusion is, that except in the case of extreme latitudes, the physical environment exerts a negligible influence upon the percentage attending school. In other words, it is only in extreme cases that children fail to turn up at school at some time during the year because of lack of schools, climate, distances, etc. This was fore-shadowed in the statement that most of the non-attendance of the 7-14 group was because of dropping out of school before reaching the age of 14. It is unreasonable to suppose that 14-year-old children would be kept out of school by such things as weather, when younger children attended. The non-attendance of the 7-14-year-olds may be considered as almost entirely a social phenomenon. That this social phenomenon is to a marked extent racial is shown by the influence of the British races but there is still a great deal left to explain. This explanation will be furnished in the next chapter.

$^{1} \cdot 6055 \ X_1 \ X_2 = - \cdot 0041; \quad \cdot 0427 \ X_1 \ X_3 = 1 \cdot 0342$
$\cdot 0150 \ X_1 \ X_4 = \quad \cdot 1211; \quad \cdot 0957 \ X_1 \ X_5 = 9 \cdot 6705$

CHAPTER IX

INFLUENCE OF HOME ENVIRONMENT UPON SCHOOL ATTENDANCE

Introduction.—The aim of the previous chapter was to examine the relative importance of the social and physical environment in regard to their influence upon school attendance. Though the results may have shown their actual importance and influence it established no direct relationship between the children not at school and their home conditions, *viz.*, the educational status of parents or guardians, their conjugal condition, etc.

It is most important to trace this family history in order to find whether there is any connection between the type of home conditions and the non-attendance of children from these same homes. Special attention has been given in this census—more than in previous ones—to the methods of collecting and classifying the information concerning parents and guardians in relation to the school attendance of their children. As a result their home conditions and consequent influence may now be clearly shown for practically all the children who are not attending school.

Distribution of Children 7-14.—The number of children between the ages of 7-14 not at school in 1931 was 121,279 or 6·91 p.c. of the total population at these ages (this population being 1,755,348, exclusive of Yukon and Northwest Territories). The family tables account for 1,724,130 of these children, leaving 31,218 who are not reported in the family tables. A large number of the latter are in institutions, while others, no doubt, especially the oldest of them, are boarding or apprenticed or homeless.

The 1,724,130 attached to families are distributed among different types of families as follows:—

LXXII.—DISTRIBUTION OF CHILDREN 7-14 YEARS OF AGE IN FAMILIES, BY TYPE OF FAMILY AND CLASS OF CHILDREN, CANADA, 1931

Class	In Families		
	Total	With Two Heads[1]	With One Head[2]
Children 7-14	1,724,130	1,568,003	156,127
Own children	1,686,358	1,540,451	145,907
Guardianship children	37,772	27,552	10,220

[1]Husband and wife living together.   [2]Married but separated, widowed, etc.

Of the children (7-14) born to the family head or heads, 96,209 were not at school.

LXXIII.—DISTRIBUTION OF CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL, BY TYPE OF FAMILY AND CLASS OF CHILDREN, CANADA, 1931

Item	Number
Total not at school at ages 7-14	121,279
Total own children	96,209
Husband and wife living together	86,793
Widowed, separated or single heads	9,416
Total other than own children	25,070
Guardianship children not at school	3,203
Remainder of those not at school (i.e., neither own nor guardianship)	21,867

Now the 21,867 must have been from the 31,218 children not attached to families, *i.e.*, out of 31,218 children who were either homeless or in institutions. It is important at the outset to notice, on the one hand, that these 25,070 account for almost 20·7 p.c. of all the children not at school at this age and on, the other hand, that the 68,990 children who have not their own parents show over 36 p.c. not at school as compared with 5·7 p.c. of the 1,686,358 children who are

living with their parents. These 25,070 thus not at school are somewhat of a mystery and suggest how strongly anti-social influences affect school attendance, although it is by no means certain what the causes of school non-attendance among these are. Remembering that the percentage not at school among children living with their parents is 5·7, the 68,990 not living with parents would show at this rate, 3,932 not at school instead of 25,070. The difference of 21,138 could be attributed to the parentless state if we were sure who or where these children are, but we are not sure. Some of the 68,990, as mentioned above, were institutional cases and presumably most of these were at school, so that of the remainder an enormous percentage were not at school. One is always afraid of coming to definite conclusions about figures like this because it is never certain whether the "nots" include persons who may have been at school but did not report the fact to the census enumerator. The point is so important that we are justified in probing further. If the number of children not at school, with and without parents, is broken up by provinces the results may be illuminating.

LXXIV.—CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL, LIVING WITH AND APART FROM PARENTS, CANADA AND PROVINCES, 1931

Province	Children 7-14 Not at School		
	Total	Living with Parents	Not Living with Parents
CANADA	121,279	96,209	25,070
Prince Edward Island	987	779	208
Nova Scotia	5,774	4,592	1,182
New Brunswick	7,295	6,110	1,185
Quebec	55,861	45,756	10,105
Ontario	22,654	15,659	6,995
Manitoba	7,171	5,829	1,342
Saskatchewan	9,905	7,892	2,013
Alberta	6,672	6,027	645
British Columbia	4,960	3,565	1,395

There is no further light thrown on these children by the breaking up into provinces. With the exception of New Brunswick, Ontario and Alberta, the provinces show very nearly the same ratio of the parentless children to the total children not at school and this would seem to indicate that they are not likely to be merely an unspecified class. They cannot be broken up into rural and urban or race and nativity classes, since the total not at school at these particular ages is not thus broken up. Consequently, anything that can be said about the 25,070 parentless children not at school is mere surmise. Meanwhile, it is important to remember that the children 7-14 not at school whose cases can be examined are limited to those found in families, viz., 96,209 children born to the family and 3,203 guardianship children, or 99,412 in all out of 121,279.

Own and Guardianship Children.—The first point to be examined is whether there are indications of difference between the "own" and guardianship children in the matter of school attendance. The two classes in number and number not at school compare as follows:—

LXXV.—NUMBER AND PERCENTAGE OF CHILDREN 7-14 YEARS OF AGE, IN FAMILIES, NOT AT SCHOOL, BY CLASS OF CHILDREN, CANADA, 1931

Class	Total	Not at School	
		No.	P.C.
Children 7-14	1,724,130	99,412	5·77
Own children	1,686,358	96,209	5·71
Guardianship children	37,772	3,203	8·48

If the guardianship children showed the same percentage out of school as those born in the family they would have had 2,157 instead of 3,203, so that the difference or 1,046, must be attributed either to the fact that they are guardianship children or to some other cause or causes more closely associated with guardianship than with parentage. Several such causes may be mentioned, e.g., the guardian may be more illiterate than the parent or the marital status may be different and both these may influence the non-attendance. We are able to investigate both.

Of children living with parents and not going to school as compared with children living with guardians the following facts are known:—

LXXVI.—CHILDREN 7-14 YEARS OF AGE, IN FAMILIES, NOT AT SCHOOL, BY CLASS OF CHILDREN
AND LITERACY OF PARENT OR GUARDIAN, CANADA, 1931

Class	Total	With Literate Parent or Guardian	With Illiterate Parent or Guardian	
			No.	P.C.
Children 7-14 not at school	99,412	77,177	22,235	22·4
Living with parents	96,209	74,758	21,451	22·3
Living with guardian	3,203	2,419	784	24·5
P.C. in the guardianship class	3·2	3·1	3·5	-

To make the matter still clearer Tables 38 and 39 and Statement LXXVII are presented,
showing: (1) the numerical and percentage non-attendance of children living with parents sub-
divided as to marital status, nativity class and provinces; (2) similar data for children living
with guardians, by provinces but not by nativity or marital status.

LXXVII.—NUMBER AND PERCENTAGE OF CHILDREN 7-14 YEARS OF AGE, IN FAMILIES, NOT AT
SCHOOL, BY CLASS OF CHILDREN AND LITERACY OF PARENT OR GUARDIAN,
CANADA, 1931

Item	Total	Not at School	
		No.	P.C.
Children 7-14	1,724,130	99,412	5·77
Living with both parents	1,686,358	96,209	5·71
Parent or parents literate	1,614,960	74,758	5·28
One or both illiterate	125,491	21,451	17·09
Living with guardian	37,772	3,203	8·48
Guardian literate	33,998	2,419	7·12
Guardian illiterate	3,774	784	20·77

The question is this: since the not-at-schools of the guardianship children is 8·48 p.c. and
of the other children is 5·71 p.c., how much of the difference is due to the fact that they are
guardianship children and how much to the fact that the guardians are illiterate? Roughly, we can
reason as follows: the literate guardians show 7·12 p.c. not at school as compared with 5·28 p.c. in
the case of literate parents. If the difference, or 1·84 p.c., is due to guardianship, this would amount
to 626 children (1·84 p.c. of 33,998) not at school because of guardianship. Similarly, 1·84 p.c.
of 3,774, or 69, would be out of school because of guardianship, making a total of 695 out of school
because of guardianship. But 1,046 children in all were out of school from causes responsible for
the difference between 8·48 p.c. and 5·71 p.c. Of these 695 were attributed to guardianship;
therefore, the remainder, or 351, may be attributed to illiteracy, i.e., to the fact that guardians
were more illiterate than parents. Although this is a rather unscientific method of procedure it
is sufficiently logical to show that guardianship is apparently inimical to school attendance.
Of course, it is possible that the guardians were more unfavourably situated with relation to
physical environment, race, etc., than the parents, so that it is not certain that these 695 were
entirely due to guardianship. It would be almost impossible to exhaust the possibilities, but
there are indications at least that guardianship is unfavourable.

LXXVIII.—NUMBER AND PERCENTAGE OF GUARDIANSHIP CHILDREN 7-14 YEARS OF AGE NOT
AT SCHOOL, BY LITERACY OF GUARDIAN, CANADA AND PROVINCES, 1931

Province	Total	Guardianship Children 7-14 Not at School					
		No.			P.C.		
		Total	Literate Guardian	Illiterate Guardian	Total	Literate Guardian	Illiterate Guardian
CANADA	37,772	3,203	2,419	784	8·48	7·12	20·77
Prince Edward Island	697	46	42	4	6·60	6·38	10·26
Nova Scotia	3,481	266	202	64	7·64	6·48	17·68
New Brunswick	2,452	268	170	98	10·93	8·30	75·00
Quebec	10,387	1,471	1,168	303	14·16	12·97	21·91
Ontario	11,369	473	400	73	4·15	3·71	11·85
Manitoba	2,187	177	129	48	8·09	6·65	19·35
Saskatchewan	2,897	185	127	58	6·39	4·94	21·09
Alberta	2,283	139	101	38	6·17	4·96	21·97
British Columbia	2,020	178	80	98	8·81	4·58	35·77

Marital Status and Size of Family.—For many reasons it is convenient to show the school non-attendance aspect of marital status and size of family together. One of these is that the facts appearing in connection with marital status may be misleading if the size of the family is not taken into consideration. Thus, if larger families show more non-attendance than smaller families, it stands to reason that separated, widowed and single heads, having smaller families than two married heads, will appear in an undeservedly unfavourable light. It is advisable to correct the non-attendance as to marital status for size of family. As the table stands, the percentage not at school shows as follows:—

Two married heads	5·63
Wife or husband absent	5·92
Widowed head	6·70
Divorced head	4·06
Single head	15·08

It will be interesting to see how these figures will compare when corrected for size of family. The necessity for this correction will be readily seen by taking the non-attendance of children according to size of family as follows:—

1 child	4·75
2- 3	4·31
4- 6	5·58
7- 9	7·42
10-12	8·78
13-18	8·32

Clearly the larger families show more non-attendance than the smaller. One of the reasons for this is, undoubtedly, the fact that there are apt to be more children at the age of 14 in the larger families and we know that one of the major causes of non-attendance is dropping out before the age of 15.

The corrections are made by allowing the same size of family to each of the marital classes, *viz.*, the size that prevails in "all classes" as follows:—

	P.C. of All Children
Total	100·0
Families having—	
1 child	5·5
2- 3 children	28·4
4- 6 "	40·9
7- 9 "	19·9
10-12 "	4·8
13-18 "	0·5

Now, supposing each marital class to have size of family distributed as above and the percentage not at school in each size as actually obtains, we have the following:—

LXXIX.—ACTUAL AND CORRECTED PERCENTAGES OF OWN CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL AND INDEX OF FIGURES CORRECTED FOR SIZE OF FAMILY, BY CLASS OF HEAD, CANADA, 1931

Class of Head	P.C. Own Children 7-14 Not at School		Index of Corrected Figure
	Corrected for Size of Family	Actual	
Two married heads	5·60	5·63	100·0
Wife or husband absent	6·39	5·92	114·1
Widowed head	6·85	5·70	122·3
Divorced head	6·11	4·06	109·1
Single head	15·08	15·08	269·3

Since the numbers in the single class were so small the percentage was left untouched. It is clear that marital status has a strong influence on school attendance, the best state being where both parents are present. If we now take the numbers in Table 40 and correct according to the index in the last column of the above statement, we find that of the 96,209 children born in families and not at school, there were, because of, or associated with, the lack of one parent:—

306 not at school, for married but separated heads;
1,250 not at school, for widowed heads;
6 not at school, for divorced heads;
12 not at school, for single heads.

In all, 1,574

When we add to this total the 695 associated with guardianship, we find 2,269 out of school owing to, or under circumstances connected with, lack of parents. These are in addition to the 21,867 out of school who are not in any way connected with families.

Illiteracy of Parents.—It is now the task to calculate the children out of school because of the illiteracy of parents. The following is a summary of the facts.

LXXX.—NUMBER AND PERCENTAGE OF OWN CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL, BY NUMBER AND LITERACY OF PARENTS, CANADA, 1931

Class	No.	P.C.
Own children 7-14 not at school	96,209	5·71
Literate parents	74,758	4·82
Illiterate parents	21,451	15·94
Children with two parents	86,793	5·63
Both parents literate	67,158	4·75
Mother illiterate	4,011	11·31
Father illiterate	8,166	14·60
Both illiterate	7,458	21·86
Separated head or one head	9,416	6·45
Literate	7,600	5·56
Illiterate	1,816	10·05

Reasoning as before, the literate parents have 4·82 p.c. children not at school, so that only the remainder of the 15·94 can be due to the illiteracy of the parents. This remainder, viz., 11·12 p.c., accounts for 13,486 children not at school, but about 1,574 of these were due to lack of parents, leaving 11,912 out of school because of, or connected with, the illiteracy of the parents.

It is interesting to see that the illiterate father seems to be more influential than the illiterate mother; also that both parents being illiterate is more influential than either.

The numbers mentioned above as being kept out of school by illiteracy of parents are only rough as is also true of the numbers attributed to guardianship and separation of parents. A much more careful measurement will be made in summarizing, with results slightly different in dimensions but the same in principle. Summing up, so far we have attributed school non-attendance to different potential conditions as follows:—

21,867 not at school and not found in families;
695 attributed to guardianship;
1,574 attributed to having only one parent;
11,912 attributed to illiteracy of parents;
36,048 attributed to all these causes.

This is out of a total of 121,279 not at school, i.e., 30 p.c. or almost one-third. Even if these figures are rough, the importance of the influence of parents in keeping children out of school is illustrated. This influence, be it noticed, is exerted in spite of compulsory laws and public opinion. Of course it is still possible that other influences are mixed up with these, i.e., that the parents or guardians who are illiterate, etc., are more unfavourably situated than the others. This may be examined by means of Tables 38 and 39 which show the distribution of the children not at school by provinces and nativity classes.

Nativity Class of Parents.—For examination of this influence in keeping children out of school Table 39 is recommended, where the percentages not at school for literate and illiterate parents and for two-parent or one-parent-only children are given by provinces and Canadian, British and foreign birth. A summary of this table is as follows:—

LXXXI.—PERCENTAGES OF OWN CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL, BY LITERACY,
NUMBER AND NATIVITY OF PARENTS, CANADA, 1931

	P.C. Children 7-14 Not at School Having			
Nativity of Parents	Two Parents Living Together		One Parent Only	
	Literate	Illiterate	Literate	Illiterate
Canadian-born	5·66	20·51	6·68	27·50
British-born	2·11	9·41	2·46	4·76
Foreign-born	4·07	7·00	4·36	7·22

It is clear that the influence of the condition of parents is strongly marked in all classes but particularly in the case of the Canadian-born. Taking now the Canadian-born parents and examining the percentages of children not at school with illiterate parents over and above the percentages with literate parents we have the following:—

LXXXII.—DIFFERENCES IN PERCENTAGES NOT AT SCHOOL BETWEEN CHILDREN 7-14 YEARS
OF AGE OF LITERATE AND ILLITERATE CANADIAN-BORN PARENTS, AND THE
DIFFERENCES AS MULTIPLES OF PERCENTAGES NOT AT SCHOOL WITH
LITERATE PARENTS, CANADA AND PROVINCES, 1931

	Difference in P.C. Not at School with Literate and Illiterate Canadian-Born Parents		Difference as Multiple of P.C. Not at School with Literate Canadian-Born Parents	
Province	Two Parents Living Together	One Parent Only	Two Parents Living Together	One Parent Only
CANADA	14·85	20·82	2·62	3·12
Prince Edward Island	6·47	15·70	1·27	2·41
Nova Scotia	11·63	15·32	2·51	2·50
New Brunswick	15·32	16·37	2·62	2·13
Quebec	10·61	14·10	1·28	1·32
Ontario	10·46	15·84	3·31	4·53
Manitoba	26·23	33·69	5·38	5·91
Saskatchewan	37·86	40·63	10·07	10·55
Alberta	39·50	39·55	9·02	7·96
British Columbia	38·42	38·72	14·66	10·85

The remarkable feature of these figures is that the greatest differences between the percentages not at school of children with literate or illiterate parents are not in the provinces with little or no compulsory attendance legislation but rather in those that have. The greatest relative differences are, of course, in the provinces which show the best attendance of children with literate parents and thus obscure the figures, but it would seem to be evident that it is not slack laws that are at the bottom of the phenomenon. The Indian population is partly responsible for the situation but not, by any means, wholly. It is interesting to see that the absolute differences are greater in all provinces in the case of the one-parent children. This fact goes to show that the influence of marital status pointed out above is not accidental. It prevails in all localities and to a considerable extent. Another interesting point is the uniformity in the last two columns as between two-parent and one-parent children, except in the case of Prince Edward Island. It seems that an almost uniform ratio exists between the percentages not at school of children with illiterate parents and of children with literate parents, i.e., the non-attendance of children of illiterate parents is proportional to the non-attendance of children with literate parents as between the different marital classes. This would argue that school non-attendance was in some way a mathematical function of the influence of parents, i.e., that two parents exert a definite number of times as much influence as one parent on school non-attendance, and that in spite of laws to the contrary.

CENSUS OF CANADA, 1931

Summary of Influence of Illiterate and of One Parent.—The foregoing measurements of these influences were only rough and for illustrative purposes. In Statements LXXXIII and LXXXIV are to be found results of much more careful measurements, the figures of which differ somewhat, but not materially, from the figures already given. The method is described in a footnote. The data showing the calculated school non-attendance, separately associated with want of and illiteracy of parents are given by provinces and by Canadian, British and foreign birth. Summing up from the results of these tables we have the numbers not at school associated separately with:—

Not being found in families	21,867
Guardianship	695
Lack of one parent	1,678
Illiteracy of parents	14,079
Illiteracy of guardian	430
Total	38,749

LXXXIII—ESTIMATED NUMBER AND PERCENTAGE OF OWN CHILDREN 7-14 YEARS OF AGE, IN FAMILIES WITH ONE HEAD-ONLY, NOT AT SCHOOL DUE TO SEPARATED PARENTS, BY LITERACY AND NATIVITY OF HEAD, CANADA AND PROVINCES, 1931

	Estimated[1] Own Children 7-14 Not at School Due to Separated Heads of Families					
	No.			P.C.		
Nativity of Head	Total	With Literate Parent	With Illiterate Parent	Total	With Literate Parent	With Illiterate Parent
CANADA	1,678	1,369	309	1·15	1·00	3·39
Prince Edward Island	26	23	3	1·66	1·50	11·11
Nova Scotia	143	121	22	1·56	1·39	4·46
New Brunswick	120	101	19	1·88	1·77	2·82
Quebec	974	819	155	2·56	2·31	5·65
Ontario	211	149	62	0·46	0·34	3·63
Manitoba	69	36	33	0·67	0·39	3·19
Saskatchewan	53	25	8	0·24	0·20	0·70
Alberta	20	18	2	0·18	0·18	0·25
British Columbia	82	77	5	0·81	0·81	0·80
Canadian born	1,436	1,161	275	1·50	1·29	4·80
Prince Edward Island	24	21	3	1·57	1·40	11·11
Nova Scotia	133	113	20	1·67	1·49	5·17
New Brunswick	115	96	19	1·94	1·83	2·80
Quebec	882	745	137	2·61	2·37	5·84
Ontario	160	101	59	0·52	0·34	5·73
Manitoba	54	32	22	1·30	0·82	8·33
Saskatchewan	12	4	8	0·25	0·09	2·76
Alberta	20	18	2	0·58	0·58	0·66
British Columbia	36	31	5	0·99	0·96	1·17
British born	99	99	–	0·41	0·41	–
Prince Edward Island	–	–	–	–	–	–
Nova Scotia	7	7	–	0·83	0·88	–
New Brunswick	–	–	–	–	–	–
Quebec	45	45	–	2·31	2·32	–
Ontario	33	33	–	0·33	0·33	–
Manitoba	4	4	–	0·17	0·17	–
Saskatchewan	7	7	–	0·28	0·20	–
Alberta	–	–	–	–	–	–
British Columbia	3	3	–	0·07	0·07	–
Foreign born	143	109	34	0·56	0·49	1·04
Prince Edward Island	2	2	–	10·00	10·00	–
Nova Scotia	3	1	2	0·78	0·31	3·39
New Brunswick	5	5	–	2·20	2·43	–
Quebec	47	29	18	2·07	1·43	7·32
Ontario	18	15	3	0·36	0·35	0·46
Manitoba	11	–	11	0·29	–	1·44
Saskatchewan	14	14	–	0·22	0·25	–
Alberta	–	–	–	–	–	–
British Columbia	43	43	–	1·84	2·00	–

[1]The differences in the percentages not at school of children in families with two married heads and one head only (Col. 4—Col. 1 of Table 80) were applied to the individual groups of Canadian-, British- and foreign-born children 7-14 years of age of literate and illiterate parents in the nine provinces.

LXXXIV.—ESTIMATED NUMBER OF CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL DUE TO ILLITERACY OF PARENT OR GUARDIAN, BY KIND AND NATIVITY OF HEAD, CANADA AND PROVINCES, 1931

Nativity of Head	Estimated[1] No. of Children 7-14 Not at School Due to Illiteracy of Parent or Guardian			
	Total	With Parents Living Together	With Separated Heads of Families	With Guardians
CANADA	14,509	12,809	1,270	430
Prince Edward Island	28	22	4	2
Nova Scotia	671	568	63	40
New Brunswick	1,828	1,657	111	60
Quebec	5,032	4,573	357	102
Ontario	1,825	1,606	173	46
Manitoba	1,154	994	134	26
Saskatchewan	1,435	1,265	126	44
Alberta	1,047	894	125	28
British Columbia	1,489	1,230	177	82
Canadian born	-	11,346	1,157	-
Prince Edward Island	-	22	4	-
Nova Scotia	-	513	59	-
New Brunswick	-	1,565	108	-
Quebec	-	4,379	331	-
Ontario	-	1,491	163	-
Manitoba	-	613	89	-
Saskatchewan	-	1,032	118	-
Alberta	-	749	119	-
British Columbia	-	982	166	-
British born	-	106	2	-
Prince Edward Island	-	-	-	-
Nova Scotia	-	50	1	-
New Brunswick	-	2	-	-
Quebec	-	15	-	-
Ontario	-	15	1	-
Manitoba	-	2	-	-
Saskatchewan	-	10	-	-
Alberta	-	4	-	-
British Columbia	-	8	-	-
Foreign born	-	1,357	111	-
Prince Edward Island	-	-	-	-
Nova Scotia	-	5	3	-
New Brunswick	-	90	3	-
Quebec	-	179	26	-
Ontario	-	100	9	-
Manitoba	-	379	45	-
Saskatchewan	-	229	8	-
Alberta	-	141	6	-
British Columbia	-	249	11	-

[1] The differences in the percentages not at school of children with literate and illiterate parents in families with parents living together (Col. 3—Col. 2 of Table 39) were applied to the total number of children 7-14 years of age with literate parent in families with parents living together, and the differences in families with separated heads (Col. 6—Col. 5 of Table 39) were applied to the total number of children 7-14 years of age with illiterate parent in families with separated heads, for the individual groups of Canadian, British and foreign born in the nine provinces.

Children of Two Literate Parents Living Together.—The foregoing analysis leaves 82,530 children who are not at school and whose absence cannot be associated with the illiteracy or marital status of parents. There are many other social or anti-social conditions over and above physical conditions that may be responsible for the absence of these from school. It must be mentioned once more that the absence from school is most likely to occur at the extreme ages of the 7-14 range, i.e., the age of 7 or that of 14, although some absence occurs at the other ages as well. One of the anti-social conditions is likely to be poverty. While there are no direct data to enable us to measure the results of this condition, there are means of approach in the data on occupations.

Occupational Distribution of Family Heads.—In 1931 the number of children 7-14 in and out of school was tabulated by occupation and provinces. This refers to children with both parents living together so that the facts as to school do not obscured by the effects of separation. The data would be ideal if we could show by occupation the number out of school with literate parents, but this was not tabulated. Table 42 shows by province and occupation class the number of children 7-14 with both parents living together, not at school in 1930-31.

The school non-attendance of the children of wage-earners belonging to families with both parents living together accounts for 35,075 out of the 86,793 not at school in all such families. The percentage not at school, viz., 4·35, shows that the attendance among wage-earners is better

than among the non wage-earners. The entries at the foot of the table show that non-wage-earners have 7·05 p.c. non-attendance. Most of these, of course, are rural farm children and Indians. The last entry shows that rural families other than agricultural wage-earners account for 59,283 of the children not at school and that these show 7·81 p.c. non-attendance. As is shown on Map III, it is clear that a certain amount of this is caused by physical environment.

The order of non-attendance among wage-earners' children, beginning at the worst, is as follows:—

LXXXV.—PERCENTAGES OF CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL, IN FAMILIES WITH WAGE-EARNER HEAD LIVING WITH WIFE, BY OCCUPATION GROUP OF HEAD, CANADA, 1931

Occupation Group	P.C. of Children 7-14 Not at School	Occupation Group	P.C. of Children 7-14 Not at School
1. Fishing, hunting, and trapping	14·82	12. Personal service	3·56
2. Logging	13·89	13. Electric light and power production	3·33
3. Farm labourers	8·40	14. Manufacturing	3·11
4. Other unskilled labourers	6·90	15. Railway transportation	2·76
5. Unspecified	4·76	16. Recreational service	2·64
6. Water transportation	4·62	17. Other transportation	2·55
7. Mining and quarrying	4·56	18. Public administration and defence	2·54
8. Agricultural wage-earners other than		19. Commercial	2·33
labourers	4·49	20. Clerical	2·22
9. Road transportation	4·11	21. Warehousing and storage	2·16
10. Building and construction	4·02	22. Professional service	1·99
11. Laundering, cleaning, etc	3·68	23. Finance, insurance	1·42

Remembering the number not at school belonging to all classes between the ages of 7 and 14, viz., 121,279, it will now be pointed out that 70,418 (in the nine provinces) were at ages 10-14. It has also been indicated that a large number of these were at the ages of 13 and 14 when their non-attendance would likely mean that they had left school. It will be interesting now to investigate how many of the 10-14's could have been kept from school by having to work. The Census of the Gainfully Occupied shows that 4,931 of both sexes were gainfully occupied at ages 10-13 and 13,354 at the age of 14 making 18,285 gainfully occupied at ages 10-14. This leaves 52,133 of the 10-14 age group out of school whose absence cannot be explained by gainful employment, in addition to the possibility that some of the 18,000 gainfully occupied may have also attended school.

It is interesting to compare this with the order of illiteracy among the parents of these children as in Table 44. The two orders compare as follows:—

LXXXVI.—PERCENTAGES OF CHILDREN 7-14 YEARS OF AGE NOT AT SCHOOL, IN FAMILIES WITH WAGE-EARNER HEAD LIVING WITH WIFE, COMPARED WITH PERCENTAGES OF PARENTS ILLITERATE, BY OCCUPATION GROUP OF HEAD, CANADA, 1931

Occupation Group	P.C. of Children 7-14 Not at School	P.C. of Parents Illiterate
All occupations	4·35	3·17
1. Fishing, hunting, and trapping	14·82	18·85
2. Logging	13·89	13·06
3. Farm labourers	8·40	6·94
4. Other unskilled labourers	6·90	8·88
5. Unspecified	4·76	1·05
6. Water transportation	4·62	2·12
7. Mining and quarrying	4·56	5·58
8. Agricultural wage-earners other than labourers	4·49	0·96
9. Road transportation	4·11	1·90
10. Building and construction	4·02	2·05
11. Laundering, cleaning, etc	3·68	3·76
12. Personal service	3·56	1·99
13. Electric light and power production	3·33	1·57
14. Manufacturing	3·11	1·52
15. Railway transportation	2·76	1·61
16. Recreational service	2·64	1·00
17. Other transportation	2·55	0·33
18. Public administration and defence	2·54	0·19
19. Commercial	2·33	0·21
20. Clerical	2·22	0·11
21. Warehousing and storage	2·16	0·39
22. Professional service	1·99	0·11
23. Finance, insurance	1·42	0·07

The following[1] show what occupations have more and what less non-attendance than was to be expected from the illiteracy of the parents:—

Greater than to be expected	Less than to be expected
Logging	Fishing, hunting, and trapping
Farm labourers	Unskilled labourers
Unspecified	Mining and quarrying
Water transportation	Laundering, cleaning, etc.
Agricultural wage-earners other than labourers	Personal service
Road transportation	Manufacturing
Building and construction	Railway transportation
Electric light and power production	Recreational service
Public administration and defence	Other transportation
	Commercial
	Clerical
	Warehousing and storage
	Professional service
	Finance, insurance

It may seem strange that some parents in the professional occupations were found illiterate but in this case it is invariably the wife that is illiterate. There is no doubt left in one's mind that school non-attendance goes with illiteracy of parents. It is, of course, difficult to decide whether it is the illiteracy of the parent or the occupation that is responsible for the non-attendance but there are strong indications that the occupation has an influence apart from the illiteracy of the parent, e.g., farm labourers show greater non-attendance than other labourers although the parents are less illiterate while "agricultural wage-earners other than labourers" has very little illiteracy but comes eighth in the order of non-attendance. Occupations of a more or less itinerant nature such as building and construction, water transportation, etc., show more non-attendance than is to be expected from the illiteracy, while laundering and other stationary occupations show less. On the whole, there is sufficient evidence to justify the conclusion that occupations which call for frequent moving about of families show greater non-attendance and that, therefore, this moving may be considered as one of the factors leading into non-attendance. This, of course, was to be expected. Illiteracy, however, which is decidedly anti-social is undoubtedly the heavier factor.

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[1] The expectations in this case were determined on the basis of the measured correlation between the two sets of figures in Statement LXXXVI.

CHAPTER X

YEARS SPENT AT SCHOOL BY THE POPULATION OF THE PRAIRIE PROVINCES AS REPORTED IN THE CENSUS OF 1936

Introduction.—Throughout the previous chapters, when the measurement of that important quantity, the number of years actually attached to or spent at school by the individual, was attempted, a note of dissatisfaction may have been apparent, arising from the fact that so much, perforce, depended upon inference, upon circumstantial evidence, so to speak. This manifested itself particularly when referring to the time spent at school in the past by the older population as distinguished from those at school age or just past school age in the present. The value of the conclusions reached from these inferences is enormously enhanced if they are based on direct evidence. As was pointed out in the monograph of 1921 when a similar step was undertaken (see appendix to Chapter 15), the values both of the direct and the indirect are thus enhanced. With direct evidence alone the conclusions remain inferences; with only the indirect we reach conclusions that must be forever doubtful. But when we have both direct and indirect evidence and they agree, we can feel confident that our conclusions are justified by the facts and are basically sound. We have both sides of the picture and this is a most useful feature in statistical analysis.

To the end that such direct evidence upon the school attendance of the population as a whole might be obtained, something of an innovation was introduced into the schedules of the 1936 Census of the Prairie Provinces. Heretofore, only the school attainments of the population of school age and actually going to school had been investigated. These have been adequately covered by the Education Statistics of the last seventeen or eighteen years but latterly there has been a necessity arising to know of the incidences of these attainments upon occupational status, unemployment and so on. The information on these points, collected for the first time in the 1936 Census, has not been compiled up to the time of going to press and, however useful it might prove in the present chapter, must be omitted and attention confined to only one feature, *viz.*, the time spent at school. It was difficult to devise a census question that would evoke the desired information on actual school attainment. Such questions as "Grade at the time of leaving school?", "university graduate?", "high school graduate?" and so on, had to be abandoned, mainly because such terms are capable of so many interpretations by the enumerated that the information obtained would be useless. The question that seemed to come nearest to the ideal was "Number of years spent at school?" This also may be misinterpreted; the number given in answer (evident from the replies) refers not to the total number of years schooling obtained but to the time the person was attached to the school, *i.e.*, from the time he began until the time he left. Such factors as regularity of attendance and individual ability or intelligence are not taken into account and this has a serious bearing upon attainment. Nevertheless, the number of years spent at school is a certain measure of attainment. This can easily be demonstrated. As a rule a person does not spend 8 or 9 years at school without acquiring a more or less definite educational status. A person who has spent only 6 years at school may have gone farther than one who has spent 8 but this is not the rule—it is the exception. When considering masses the rule is most important. It is well, however, to know the weaknesses of the question even where, as here, these weaknesses are not sufficient to render useless the general picture.

The information, for the individuals answering the question so far, has been compiled by quinquennial age groups, male and female, rural and urban for each of the three Prairie Provinces. The number of years spent at school by those who are now 20-39 years of age, obviously refers to persons who were at school age (5-19) somewhere between 1902 and 1935; similarly with other ages. The variations from age to age show schooling at different dates. It is true that for

the immigrant population the "schooling" may not have occurred in Canada. The comparative schooling throughout the age range enables us to obtain a general picture of the population. If this general picture conforms to what we have already drawn from inferences based on the data of static conditions in 1931 (see Chapter VI), it would seem to be good confirmation.

Median Years Spent at School.—Table 45 shows the median years spent at school of the male and female, rural and urban population of each of the three Prairie Provinces for each quinquennial age group up to 90. It should be understood that this is the time spent at school up to June 1, 1936, and, consequently, that the years for those still of school age are not yet completed. The table clearly shows the age group at which school attendance may be said to be completed, viz., the group 20-24. This age group shows the highest median years attendance. The lower ages will not have completed their school attendance until they reach that age. The computations are non-comparable, therefore, in so far as the ages under 20 are concerned but are comparable for all the subsequent groups.

The persons at ages 20-24 in 1936 were at an age to begin school between 1916 and 1921 and at the age when most persons attend school between 1921 and 1926 while some of them had not completed their schooling until recently. Consequently, they represent the product of the decade 1921-31, a period of probably the greatest activity in the matter of school enforcement laws and other devices for gathering the population into the schools in the history of Canada. The median time at school for this age group (20-24) was as follows:—

	Males	Females
Manitoba	8·7	9·4
Saskatchewan	8·2	8·9
Alberta	8·8	9·8

That is, half the population at the age had spent more than 8·2 years at school in the case showing the lowest and 9·8 years in that showing the highest figure for school attendance. It will be seen that the difference between these two figures is almost entirely a matter of sex, the females showing from 0·7 to 1·0 years more than the males. The difference between provinces is at first sight only slight—about half a year—but slight differences in an average of this kind are significant. In all cases 50 p.c. of the persons had attended sufficiently long to attain high school entrance, while in Alberta the females had attended sufficiently long to cover 2 years of high school.

It will be noticed that these direct figures are essentially the same as those already deduced from the indirect data in 1931, remembering that those who were 20-24 in 1936 were 15-19 in 1931.

The table shows important differences between the sexes. It might be surmised that the females evidently had not completed their school career until the ages 20-24 while the males completed it earlier, for the age group 15-19 shows the highest school attendance for males. This, we believe, is not the true interpretation. The same factor that made so much difference between the males and females at 20-24 brought about the fact that 15-19 appears to be higher for males. When the males now at 15-19 come to the ages 20-24 they will probably show higher figures than they do now. It is a matter of slower reaction to the trend of the times in the education of the sexes. In 1921 the females were remaining at school much longer than the males who were evidently dropping out at 14. Since then the males have been staying longer at school. The same distinction that obtains between male and female also obtains between rural and urban and probably from the same cause.

Improvement.—Let us now trace the improvement that has taken place in length of time at school throughout the years. This can be done by comparing one age group with another. Suppose this is done in ten-year intervals, i.e., comparing standing at 20-24 with that at 30-34 and so on. As already pointed out, those at 20-24 were at ages of maximum attendance in 1926; those at 30-34 were at ages of maximum attendance in 1916 and so on. The periods at school compare as follows:—

LXXXVII.—COMPARISON OF MEDIAN YEARS SPENT AT SCHOOL BY THE AGE GROUPS 20-24 AND
30-34 (REPRESENTING PERIODS OF MAXIMUM ATTENDANCE IN CENSUS YEARS 1926
AND 1916 RESPECTIVELY), BY SEX, RURAL AND URBAN, PRAIRIE PROVINCES, 1936

Item	Median Years Spent at School by Age Group		Difference
	20-24	30-34	
Manitoba—			
Male	8·7	7·9	0·8
Female	9·4	8·4	1·0
Saskatchewan—			
Male	8·2	7·4	0·8
Female	8·9	7·8	1·1
Alberta—			
Male	8·8	7·8	1·0
Female	9·8	8·4	1·4
Manitoba—			
Rural	7·9	7·4	0·5
Urban	10·2	9·1	1·1
Saskatchewan—			
Rural	7·9	7·0	0·9
Urban	10·5	9·1	1·4
Alberta—			
Rural	8·3	7·4	0·9
Urban	10·7	9·5	1·2

The lengthening out of school life in the ten years, then, varied from half a year in rural
Manitoba to almost a year and a half in urban Saskatchewan; or from 0·8 years for males in
Manitoba and Saskatchewan to a year and a half for females in Alberta. Needless to recall,
these are only averages. A lengthening out of 1 year in the period comes very near to describing
the situation. This is essentially the same as the conclusion already reached through deduction
in Chapter VI. It must be remembered that all these figures evidently refer to the years attached
to the school and do not necessarily mean that they had this much schooling, i.e., that they
attended all the time during the years so attached. In the comparison of the two periods a great
deal depends upon the regularity of attendance. For example, if the figure measuring this regu-
larity, viz., percentage in average attendance, was 60 in 1916 and 80 in 1926, then it is easy to
see that the real difference was much greater than shown. Again, for example, if we take the
Manitoba females with 9·4 years in 1926 and 8·4 years in 1916 and multiply them respectively by
0·80 and 0·60, we have 7·52 and 5·04 years respectively of actual schooling, a difference of
almost two and one-half years. So far we have learned very little new from these figures except
that they corroborate previous deductions.

If we now look down the line we notice that the greatest differences, i.e., the greatest improve-
ment, took place in very recent periods—say, within the last fifteen years. Taking the 1-year
lengthening out of school life already mentioned, we notice that in no ease previous to the age group
30-34 (taken as representing 1916) have we a similar lengthening out in thirty years and in only a
few cases in thirty-five years. This may well mean that there was more lengthening out of the school
life between 1916 and 1926 than occurred between 1886 and 1916. We cannot be certain of this
but appearances point towards it. The explanation is not to be found in what happened in the
three provinces; likely most of the pre-30-34-year-old persons were not born in these provinces.
Probably it is not a question of what happened in any country; it may be merely a manifestation
of different degrees of selectivity in the case of the persons arriving at different periods. Thus,
the persons who were old in 1936 might have been from countries in which the population was
comparatively well educated although not as well as those going to school in the Prairie Provinces
in 1926 while persons who were younger in 1936 may have been largely from less favoured coun-
tries.

Probably bearing out in part what has just been said but more probably merely a reflection
on pioneer days, we observe that the persons who were 40-44 or even 35-44 in 1936, especially the
males, had not spent as much time at school as those older and younger. It was observed in
Chapter III that more illiteracy was shown by these groups (five years younger) in 1931 and that

this occurred among the Canadian born. It is easy to see that these were the persons at school age in the early part of the century when school accommodation could not keep pace with the growth of population. This corroborated still another conclusion from inference.

A further point of interest is the evidence of the average lengthening of school life due to attending after the age of compulsory attendance (15). This evidence can be obtained by comparing the average time spent at school of the 20-24-year-olds as compared with the averages of the 10-14- and 15-19-year-olds as follows:—

LXXXVIII.—COMPARISON OF YEARS SPENT AT SCHOOL BY THE AGE GROUP 20-24 WITH AVERAGE OF GROUPS 10-14 AND 15-19, BY SEX, RURAL AND URBAN, PRAIRIE PROVINCES, 1936

Item	Years Spent at School by Age Group		Difference
	Average of 10-14 and 15-19	20-24	
Manitoba—			
Male	7·4	8·7	1·3
Female	7·6	9·4	1·8
Saskatchewan—			
Male	7·1	8·2	1·1
Female	7·4	8·9	1·5
Alberta—			
Male	7·4	8·8	1·4
Female	7·7	9·8	2·1
Manitoba—			
Rural	6·9	7·9	1·0
Urban	8·1	10·2	2·1
Saskatchewan—			
Rural	6·9	7·9	1·0
Urban	8·1	10·5	2·4
Alberta—			
Rural	7·0	8·3	1·3
Urban	8·2	10·7	2·5

Generally speaking the lengthening of school life is about a year and a half, of which part is undoubtedly obscured by a trend, so that about 2 years would probably be a more adequate estimate. In other words, the total time spent at school of about 8½ years, approximately 2 years is due to attendance after age of compulsory attendance (15). How much of these 2 years could be rendered unnecessary by more regular attendance during the more normal ages of attendance is food for thought and has already been discussed in Chapter VI.

The differences between rural and urban localities are apt to mislead. We must always remember that the urban population contains many persons who were either in other countries or in rural residence at the time of going to school. Consequently, the only ages at which adequate comparisons can be made of the rural and urban as such are the present school ages. At 10-14 we notice that the difference is about half a year; at 15-19 it is more than one year. Generally the differences are greater among the older persons but, as just intimated, this has very little significance. It would seem to be fairly conclusive that, save for the superior high school advantages of the urban, the real rural and urban differences in school attendance amount to about half a year caused by a later start evident from a comparison of rural and urban at ages 5-9.

Dispersion of Years Spent at School.—So far we have considered averages as measured by the median. An average, while giving a more or less definite idea of general tendencies, fails to give what are perhaps the more important aspects of the subject. For most purposes we are not so much concerned with the average years spent at school as with the departures from this average in the numbers and proportion who never went to school, those who attended for a period insufficient to give them a working education, those who attended long enough to give them a high school education and so on. Table 46 is intended to supply these items of information as it shows by quinquennial ages for each of the three provinces, rural and urban, the percentages attending different periods. Those who were never at school ("0 years") should represent approximately the illiterate portion, those attending less than 5 years can hardly be considered as having

attained to a standing sufficient to prevent them from lapsing into illiteracy or semi-illiteracy; those attending more than 8 years should have gone beyond high school entrance while those attending more than 13 years should have passed beyond high school. Needless to say, there must be exceptional cases in these groups. Some with 4 years attendance may possibly have reached high school work. Some with 13 years may never have gone beyond elementary grade while some who never entered school may be well educated. All these, however, are sure to be very exceptional and, on the whole, the period of attendance is highly representative of attainment.

As in the case of Table 45, it is necessary to point out the non-comparability of the data on quinquennial ages owing to the fact that up to the age of 20, school attendance was incomplete. Consequently, such a figure as percentage attending at "all ages" is meaningless. What does matter is the comparison at the different age groups after 20.

Let us first consider the proportion who never went to school. In this case we might expect that we could safely begin with the group 10-14, for the person should be at school by the age of 10 if he is ever to be there. We find, however, that this is not so. The comparison between those at 10-14 and those at 15-19 in percentage never at school is as follows:—

LXXXIX.—COMPARISON OF PERCENTAGES NEVER ATTENDING SCHOOL, FOR AGE GROUPS 10-14 AND 15-19, RURAL AND URBAN, PRAIRIE PROVINCES, 1936

Province	Percentages Never Attending School by Age Group		Difference
	10-14	15-19	
Manitoba—			
Rural	1·91	1·56	0·35
Urban	0·39	0·35	0·04
Saskatchewan—			
Rural	1·44	1·10	0·34
Urban	0·42	0·47	−0·05
Alberta—			
Rural	1·90	1·30	0·60
Urban	0·31	0·24	0·07

With the exception of urban Saskatchewan we find a larger proportion not having attended school at 10-14 than at 15-19. Of course, this could happen in two ways. The population at 10-14 during the five years preceding the census might be less "school inclined" than the population of the five previous years or it might mean that the schools had not gathered in their full quota of the population at 10-14, i.e., that some who were 10-14 in 1936 would attend later. The assumption is that the latter is the true interpretation, although it seems strange that this should be true of urban residents or even of rural residents in the present advanced stage of settlement. In fact, it is rather startling that at the age when the schools must have gathered in their full quota (15-19) as many as 156 per 10,000 were never at school by the year 1936. Who these were may be revealed when occupational distribution by years at school is compiled.

Reviewing the succession of ages in each of the provinces, it is easy to see that the figures for "0 years" at school are quite comparable with figures of illiteracy. There is the same steady increase from younger to older persons reflecting the school conditions when each group was at school age. The point raised about the ages around 40 (i.e., those who were of school age in pioneer days) is not so clearly brought out in this table as in other tables discussed.

Coming to those who actually went to school but attended less than 5 years, it is rather striking that the age group showing the lowest percentage of these was the 15-19 group, in spite of the fact that this was not the age when the highest median attendance was shown (see Table 47) but the following age group, 20-24.

In the case of these short-attendance populations we observe, also, a fairly steady increase with older ages. The one point that seems more important than all others is that at the age when the average attendance is greatest (20-24) the proportions of the population either never at school or at school less than five years compare with the data at ages 30-34 (i.e., persons ten years older or representing conditions ten years earlier) and those 40-44 as follows:—

XC.—COMPARISON OF PERCENTAGES ATTENDING SCHOOL LESS THAN FIVE YEARS, FOR CERTAIN AGE GROUPS, RURAL AND URBAN, PRAIRIE PROVINCES, 1936

Province	Percentages Attending School Less Than Five Years by Age Group			Difference	
	20-24 (1)	30-34 (2)	40-44 (3)	Col. 2− Col. 1	Col. 3− Col. 2
Manitoba—					
Rural	9·16	18·89	23·58	9·73	4·69
Urban	2·35	10·48	13·90	8·13	3·42
Saskatchewan—					
Rural	5·77	21·90	23·44	16·13	1·54
Urban	2·31	10·48	11·00	8·17	0·52
Alberta—					
Rural	5·96	18·35	19·38	12·39	1·03
Urban	1·60	7·60	8·29	6·00	0·69

In no case was the progress between the preceding decade anywhere within reach of the progress in the last decade. Long periods at school are clearly a product of the last twenty years. In fact the same story is shown here that has already been discussed when dealing with the average time at school.

The High School and Post-High School Periods.—When we come to the proportion attending school sufficiently long to have done high school work or more, we meet somewhat the same story, but referring to those who were 9-12 years at school rather than those 13 years or more. The figures for the latter do not progress to the same extent with the periods indicated by the ages. At the age showing the longest attendance (20-24) the proportions 9 or more years at school were as follows:—

XCI.—COMPARISON OF PERCENTAGES ATTENDING SCHOOL NINE YEARS OR MORE, FOR AGE GROUPS 20-24 AND 30-34, RURAL AND URBAN, PRAIRIE PROVINCES, 1936

Province	Percentages Attending School Nine Years or More by Age Group		Difference
	20-24	30-34	
Manitoba—			
Rural	35·22	29·79	5·43
Urban	68·51	51·41	17·10
Saskatchewan—			
Rural	33·59	22·23	11·36
Urban	68·61	50·89	17·72
Alberta—			
Rural	41·00	28·46	12·54
Urban	73·51	55·96	17·55

Even the rural population attend sufficiently long to enable more than a third of the population to have some high school education while the urban population could have two-thirds so educated. The greatest differences between rural and urban seem to be found in this instance. The progress by 1936 over the previous ten years is very marked.

Generally, the most striking feature of the data showing years spent at school is the lengthening out of the time at school in the last ten years. The part due to the depression is difficult to measure but no doubt it is considerable. This seems to be the interpretation of the fact that the lengthening was much more pronounced among the urban than the rural population.

There is great social significance in the fact that from one-third (rural) to two-thirds (urban) are attending school sufficiently long to have received some high school education. This means that secondary education is no longer confined to a select population—very far from it. When we look down—say, to the 60-year-olds—we notice that less than 23 p.c. of the rural population attended school 9 years or more, while of the 80-year-olds only 15 p.c. attended this long. From an educational point of view we are indeed living in a new world.

PART III

TABLE 1.   Number and percentage illiterate of the population 10 years of age and over, including and excluding Indians, by sex, rural and urban, Canada and provinces, 1931

No.	Province	Population 10 Years over—Inclusive of					
		Total			Illiterate No.		
		Both Sexes	Male	Female	Both Sexes	Male	Female
1	**CANADA**	8,169,622	4,258,862	3,910,760	309,396	183,827	125,569
2	Rural	3,664,696	2,025,105	1,639,591	204,471	123,498	80,973
3	Urban	4,504,926	2,233,757	2,271,169	104,929	60,329	44,596
4	**Prince Edward Island**	69,333	35,907	33,426	1,835	1,110	725
5	Rural	51,506	27,401	24,105	1,409	876	533
6	Urban	17,827	8,506	9,321	426	234	192
7	**Nova Scotia**	402,401	207,098	195,303	17,139	10,195	6,944
8	Rural	219,953	117,159	102,794	12,031	7,450	4,581
9	Urban	182,448	89,939	92,509	5,108	2,745	2,363
10	**New Brunswick**	310,316	159,192	151,124	21,440	13,925	7,515
11	Rural	207,335	110,402	96,933	19,114	12,592	6,522
12	Urban	102,981	48,700	54,281	2,326	1,333	993
13	**Quebec**	2,167,517	1,091,418	1,076,099	103,212	67,760	35,452
14	Rural	759,006	403,234	355,772	57,378	40,393	16,985
15	Urban	1,408,511	688,184	720,327	45,834	27,367	18,467
16	**Ontario**	2,791,072	1,423,989	1,367,083	64,157	38,544	25,613
17	Rural	1,061,594	580,348	481,246	33,543	21,430	12,104
18	Urban	1,729,478	843,641	885,837	30,614	17,105	13,509
19	**Manitoba**	557,806	296,095	261,711	24,876	11,992	12,884
20	Rural	293,734	163,504	130,230	18,591	9,165	9,426
21	Urban	264,072	132,591	131,481	6,285	2,827	3,458
22	**Saskatchewan**	705,350	390,105	315,245	29,097	14,289	14,808
23	Rural	472,518	269,890	202,628	24,416	11,720	12,696
24	Urban	232,832	120,215	112,617	4,681	2,569	2,112
25	**Alberta**	572,129	319,840	252,289	19,669	9,763	9,906
26	Rural	344,469	201,766	142,703	16,144	7,850	8,294
27	Urban	227,660	118,074	109,586	3,525	1,913	1,612
28	**British Columbia**	583,135	328,983	254,152	23,088	13,753	9,335
29	Rural	245,256	145,955	99,301	16,999	9,540	7,459
30	Urban	337,879	183,028	154,851	6,089	4,213	1,876
31	**Yukon**	3,542	2,475	1,067	802	393	409
32	Rural	2,304	1,596	708	765	370	395
33	Urban	1,238	879	359	37	23	14
34	**Northwest Territories**	7,021	3,850	3,171	4,081	2,103	1,978
35	Rural	7,021	3,850	3,171	4,081	2,103	1,978
36	Urban	–	–	–	–	–	–

TABLE 1.—Number and percentage illiterate of the population 10 years of age and over, including and excluding Indians, by sex, rural and urban, Canada and provinces, 1931

Indians Illiterate P.C.			Population 10 Years and over—Exclusive of Indians — Total			Illiterate No.			Illiterate P.C.			No.
Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	
3·79	4·32	3·21	8,082,324	4,213,727	3,868,597	275,088	167,210	107,878	3·40	3·97	2·79	1
5·58	6·10	4·94	3,581,089	1,981,704	1,599,382	170,641	107,117	63,524	4·77	5·41	3·97	2
2·33	2·70	1·96	4,501,238	2,232,023	2,269,215	104,447	60,093	44,354	2·32	2·69	1·95	3
2·65	3·09	2·17	69,170	35,827	33,343	1,787	1,094	693	2·58	3·05	2·08	4
2·74	3·20	2·21	51,347	27,325	24,022	1,363	862	501	2·65	3·15	2·09	5
2·39	2·75	2·06	17,823	8,502	9,321	424	232	192	2·38	2·73	2·06	6
4·26	4·92	3·56	406,797	206,251	194,546	16,704	9,984	6,720	4·17	4·84	3·45	7
5·47	6·30	4·46	218,385	116,322	102,063	11,600	7,240	4,360	5·31	6·22	4·27	8
2·80	3·05	2·55	182,412	89,929	92,483	5,104	2,744	2,360	2·80	3·05	2·55	9
6·91	8·75	4·97	309,127	158,468	150,659	21,140	13,765	7,375	6·84	8·69	4·90	10
9·22	11·41	6·73	206,189	109,789	96,400	18,824	12,439	6,385	9·13	11·33	6·62	11
2·26	2·74	1·83	102,938	48,679	54,259	2,316	1,326	990	2·25	2·72	1·82	12
4·76	6·21	3·20	2,158,706	1,086,862	1,071,844	100,537	66,304	34,233	4·66	6·10	3·19	13
7·50	10·02	4·77	750,522	398,822	351,700	54,747	38,962	15,785	7·29	9·77	4·49	14
3·25	3·98	2·56	1,408,184	688,040	720,144	45,790	27,342	18,448	3·25	3·97	2·50	15
2·30	2·71	1·87	2,769,006	1,412,413	1,356,593	58,556	35,930	22,626	2·11	2·54	1·67	16
3·16	3·69	2·52	1,041,653	569,794	471,859	28,110	18,901	9,209	2·70	3·32	1·95	17
1·77	2·03	1·52	1,727,373	842,619	884,754	30,446	17,029	13,417	1·76	2·02	1·52	18
4·40	4·05	4·92	547,134	290,617	256,517	21,227	10,226	11,001	3·88	3·53	4·29	19
6·33	5·61	7·24	283,253	158,115	125,138	14,992	7,424	7,568	5·29	4·70	6·05	20
2·38	2·13	2·63	263,881	132,502	131,379	6,235	2,802	3,433	2·36	2·11	2·61	21
4·13	3·66	4·70	396,818	204,763	192,055	24,006	11,800	12,206	3·46	3·67	3·94	22
5·17	4·34	0·27	462,344	264,657	197,587	19,388	9,257	10,131	4·19	3·50	5·13	23
2·01	2·14	1·88	232,574	120,106	112,469	4,618	2,543	2,075	1·99	2·12	1·84	24
3·44	3·05	3·93	561,583	314,354	247,229	14,738	7,386	7,352	2·63	2·35	2·97	25
4·69	3·89	5·81	334,329	196,472	137,857	11,311	5,526	5,785	3·38	2·81	4·20	26
1·55	1·62	1·47	227,254	117,882	109,372	3,427	1,860	1,567	1·51	1·58	1·43	27
3·96	4·18	3·67	565,294	319,760	245,534	14,502	9,673	4,829	2·57	3·12	1·97	28
6·93	9·54	7·51	227,616	136,822	90,794	8,429	5,468	2,961	3·70	4·00	3·26	29
1·80	2·30	1·21	337,678	182,938	154,740	6,073	4,205	1,868	1·80	2·30	1·21	30
22·64	15·88	38·33	2,479	1,944	535	80	50	30	3·23	2·57	5·61	31
33·20	23·18	55·79	1,358	1,117	241	66	40	26	4·86	3·58	10·79	32
2·99	2·63	3·90	1,121	827	294	14	10	4	1·25	1·21	1·36	33
58·13	54·62	62·38	4,210	2,469	1,741	1,811	998	813	43·02	40·42	46·70	34
58·13	54·62	62·38	4,210	2,469	1,741	1,811	998	813	43·02	40·42	46·70	35
-	-	-	-	-	-	-	-	-	-	-	-	36

TABLE 2. Number and percentage illiterate of the population 10 years of age and over arranged in descending order of percentage illiterate, Canada, by counties or census divisions, 1931

Rank	County or Census Division	Population 10 Years and over			
		Total		Illiterate	
		No.	P.C.	No.	P.C.
	TOTAL	**8,169,622**	**100·00**	**309,396**	**3·79**
1	Northwest Territories	7,021	0·09	4,081	58·13
2	Division No. 18, Sask	4,398	0·05	2,284	51·96
3	Yukon	3,642	0·04	862	23·64
4	Division No. 17, Alta	4,133	0·05	907	21·95
5	District of Patricia, Ont	2,896	0·04	596	20·62
6	Madawaska, N.B	17,022	0·21	3,298	19·37
7	Saguenay, Que	15,007	0·18	2,904	19·35
8	Gloucester, N.B	29,344	0·36	5,514	18·79
9	Division No. 16, Man	23,293	0·29	3,773	16·20
10	Labelle, Que	13,997	0·17	2,088	14·92
11	Richmond, N.S	8,647	0·11	1,236	14·29
12	Pontiac, Que	15,813	0·19	2,210	13·98
13	Gaspé, Que	31,931	0·39	4,225	13·23
14	Kent, N.B	17,058	0·21	2,341	13·14
15	Papineau, Que	21,533	0·26	2,715	12·58
16	Restigouche, N.B	21,132	0·26	2,541	12·50
17	Division No. 13, Alta	17,797	0·22	2,141	12·03
18	Division No. 9, Sask	45,688	0·56	5,463	11·96
19	Division No. 7, B.C	10,236	0·13	1,160	11·43
20	Division No. 13, Man	18,617	0·23	2,088	11·22
21	Division No. 8, B.C	17,226	0·21	1,807	10·54
22	Division No. 12, Man	18,711	0·23	2,005	10·72
23	Hull, Que	46,759	0·57	4,867	10·41
24	Charlevoix, Que	16,307	0·20	1,667	10·29
25	Prescott, Ont	18,397	0·22	1,882	10·23
26	Division No. 14, Man	19,527	0·24	1,970	10·12
27	Huntingdon, Que	9,674	0·12	957	9·89
28	Division No. 6, B.C	24,039	0·30	2,438	9·87
29	Division No. 15, Sask	15,348	0·19	1,493	9·73
30	Bonaventure, Que	22,902	0·28	2,065	9·11
31	Inverness, N.S	16,421	0·20	1,492	9·09
32	Guysborough, N.S	12,182	0·15	1,078	8·85
33	Montcalm, Que	10,242	0·13	879	8·58
34	Russell, Ont	13,545	0·17	1,125	8·31
35	Bellechasse, Que	15,437	0·19	1,265	8·19
36	Northumberland, N.B	25,399	0·31	2,073	8·16
37	Division No. 18, B.C	5,828	0·07	451	7·74
38	Glengarry, Ont	14,560	0·18	1,151	7·91
39	Berthier, Que	14,600	0·18	1,147	7·85
40	Division No. 15, Alta	10,090	0·12	791	7·84
41	Nipissing, Ont	30,382	0·37	2,380	7·83
42	Kenora, Ont	17,154	0·21	1,339	7·81
43	Division No. 1, Man	16,381	0·20	1,278	7·75
44	Division No. 2, B.C	14,440	0·18	1,114	7·71
45	Division No. 2, P.E.I	33,319	0·41	2,513	7·54
46	Abitibi, Que	15,871	0·19	1,193	7·52
47	Division No. 10, Alta	43,457	0·53	3,226	7·42
48	Division No. 5, Man	35,524	0·43	2,623	7·38
49	Joliette, Que	20,294	0·25	1,479	7·30
50	L'Assomption, Que	11,579	0·14	843	7·28
51	Sudbury, Ont	44,157	0·54	3,185	7·21
52	Frontenac, Que	17,358	0·21	1,229	7·07
53	Victoria, N.S	6,418	0·08	453	7·06
54	Terrebonne, Que	28,516	0·35	1,992	6·99
55	Montmagny, Que	14,645	0·18	1,018	6·95
56	Argenteuil, Que	14,414	0·18	984	6·83
57	Manitoulin, Ont	8,349	0·10	563	6·81
58	Témiscouata, Que	34,889	0·43	2,350	6·74
59	Kamouraska, Que	17,651	0·21	1,137	6·58
60	Mégantic, Que	25,104	0·31	1,675	6·67
61	Cochrane, Ont	43,191	0·53	2,837	6·57
62	Renfrew, Ont	40,632	0·50	2,648	6·52
63	Yarmouth, N.S	16,360	0·20	1,067	6·52
64	Témiscamingue, Que	14,685	0·18	957	6·51
65	Stormont, Ont	25,176	0·31	1,626	6·46
66	Rimouski, Que	22,930	0·28	1,480	6·45
67	Matane, Que	30,624	0·37	1,971	6·44
68	Victoria, N.B	10,719	0·13	638	6·42
69	Division No. 10, Sask	31,251	0·38	1,994	6·38
70	Chicoutimi, Que	37,054	0·45	2,341	6·32
71	Division No. 10, Sask	37,151	0·45	2,338	6·29
72	Deux-Montagnes, Que	10,678	0·13	670	6·16
73	Thunder Bay, Ont	52,198	0·64	3,194	6·12
74	Maskinongé, Que	11,687	0·14	706	6·04
75	Division No. 16, Alta	7,483	0·09	452	6·04
76	Division No. 14, Alta	29,139	0·36	1,722	5·91
77	Laprairie, Que	12,832	0·16	599	5·89
78	L'Islet, Que	13,822	0·17	813	5·88
79	Châteauguay, Que	10,288	0·13	599	5·82
80	Richelieu, Que	16,474	0·20	950	5·77
81	Lac-St-Jean, Que	33,155	0·41	1,906	5·75

TABLE 2. Number and percentage illiterate of the population 10 years of age and over arranged in descending order of percentage illiterate, Canada, by counties or census divisions, 1931—Con.

Rank	County or Census Division	Population 10 Years and over			
		Total No.	Total P.C.	Illiterate No.	Illiterate P.C.
82	Lotbinière, Que.	16,579	0·20	945	5·70
83	Division No. 10, Man.	13,667	0·17	788	5·83
84	Yamaska, Que.	12,309	0·15	687	5·58
85	Division No. 17, Sask.	20,721	0·25	1,150	5·55
86	Montmorency, Que.	12,182	0·15	672	5·52
87	Westmorland, N.B.	44,351	0·54	2,425	5·46
88	Napierville, Que.	5,720	0·07	312	5·45
89	Vaudreuil, Que.	9,262	0·11	498	5·38
90	Queens, N.S.	8,422	0·10	453	5·38
91	Dorchester, Que.	19,662	0·24	1,054	5·36
92	Wolfe, Que.	11,823	0·14	629	5·32
93	Beauce, Que.	30,884	0·38	1,633	5·29
94	Rainy River, Ont.	13,438	0·16	708	5·27
95	Division No. 16, Alta.	20,948	0·26	1,074	5·13
96	Division No. 3, B.C.	33,180	0·41	1,697	5·11
97	Shefford, Que.	21,343	0·26	1,080	5·09
98	Champlain, Que.	42,402	0·52	2,154	5·08
99	Compton, Que.	16,491	0·20	828	5·00
100	Algoma, Ont.	36,280	0·44	1,815	5·00
101	Antigonish, N.S.	8,210	0·10	410	4·99
102	Division No. 15, Sask.	61,793	0·76	3,050	4·94
103	Verchères, Que.	9,521	0·12	465	4·88
104	Arthabaska, Que.	19,765	0·24	948	4·79
105	Drome, Que.	9,909	0·12	467	4·71
106	Portneuf, Que.	25,926	0·32	1,214	4·68
107	Richmond, Que.	18,294	0·22	856	4·68
108	Drummond, Que.	19,238	0·24	894	4·65
109	Bagot, Que.	12,556	0·15	583	4·64
110	Soulanges, Que.	6,836	0·08	311	4·55
111	Stanstead, Que.	19,428	0·24	868	4·47
112	St-Hyacinthe, Que.	20,487	0·25	915	4·47
113	St-Maurice, Que.	49,789	0·61	2,220	4·46
114	Cape Breton, N.S.	69,426	0·85	3,034	4·37
115	Parry Sound, Ont.	19,965	0·24	872	4·37
116	Beauharnois, Que.	19,750	0·24	840	4·25
117	Nicolet, Que.	21,044	0·26	884	4·20
118	St-Jean, Que.	13,715	0·17	576	4·20
119	Sherbrooke, Que.	29,258	0·36	1,219	4·17
120	Jesus Island, Que.	12,435	0·16	517	4·16
121	Lunenburg, N.S.	25,356	0·31	1,052	4·15
122	Division No. 14, Sask.	34,422	0·42	1,404	4·08
123	Division No. 2, Man.	27,928	0·34	1,102	3·95
124	Lennox, Ont.	10,012	0·12	395	3·95
125	Division No. 5, B.C.	103,018	1·26	4,005	3·89
126	Division No. 5, Sask.	41,172	0·50	1,588	3·86
127	Prince, P.E.I.	24,388	0·30	910	3·77
128	Iberville, Que.	10,523	0·13	380	3·61
129	Missisquoi, Que.	15,375	0·19	546	3·55
130	Simcoe, Ont.	68,369	0·84	2,389	3·49
131	Albert, N.B.	6,036	0·07	209	3·46
132	Sunbury, N.B.	5,323	0·07	181	3·44
133	Hastings, Ont.	46,810	0·57	1,599	3·42
134	Muskoka, Ont.	16,649	0·20	569	3·42
135	Division No. 1, B.C.	18,388	0·23	626	3·40
136	Iberville, Que.	7,181	0·09	241	3·36
137	Quebec, Que.	130,544	1·60	4,367	3·35
138	Halifax, N.S.	79,191	0·97	2,556	3·23
139	Shelburne, N.S.	9,756	0·12	308	3·16
140	Division No. 11, Man.	22,089	0·27	694	3·14
141	Division No. 2, Sask.	33,102	0·41	1,034	3·12
142	Timiskaming, Ont.	28,831	0·35	894	3·10
143	Haliburton, Ont.	4,525	0·06	140	3·09
144	Division No. 8, Man.	36,006	0·44	1,087	3·02
145	Division No. 7, Man.	30,332	0·37	903	2·98
146	Division No. 13, Sask.	31,881	0·39	931	2·92
147	Kings, N.S.	19,228	0·24	559	2·91
148	Division No. 2, Alta.	44,724	0·55	1,281	2·86
149	Lévis, Que.	26,406	0·32	747	2·83
150	Cumberland, N.S.	28,848	0·35	799	2·77
151	Chambly, Que.	21,021	0·26	578	2·75
152	Division No. 9, Alta.	19,148	0·23	522	2·73
153	Division No. 8, Alta.	47,951	0·59	1,303	2·72
154	Division No. 8, Sask.	37,261	0·46	1,004	2·69
155	Kings, P.E.I.	15,027	0·18	402	2·68
156	Division No. 3, Sask.	34,643	0·42	892	2·57
157	Division No. 1, Sask.	32,345	0·40	816	2·52
158	Essex, Ont.	124,816	1·53	3,127	2·51
159	Frontenac, Ont.	37,782	0·46	945	2·50
160	Division No. 6, Sask.	86,669	1·06	2,141	2·47
161	Division No. 11, Alta.	101,881	1·24	2,492	2·45
162	Division No. 5, Man.	5,487	0·07	133	2·42
163	Division No. 13, Sask.	32,039	0·39	755	2·36
164	Annapolis, N.S.	13,256	0·16	306	2·31

TABLE 2.   Number and percentage illiterate of the population 10 years of age and over arranged in descending order of percentage illiterate, Canada, by counties or census divisions, 1931—Con.

Rank	County or Census Division	Total No.	Total P.C.	Illiterate No.	Illiterate P.C.
165	Kent, Ont.	50,422	0·62	1,149	2·28
166	Division No. 1, Alta.	22,784	0·28	519	2·28
167	Montreal Island, Que.	804,170	9·84	18,179	2·26
168	Carleton, Ont.	138,614	1·70	3,126	2·26
169	Division No. 6, Man.	236,132	2·89	5,265	2·23
170	Lincoln, Ont.	44,560	0·55	966	2·17
171	Division No. 4, B.C.	322,221	3·94	6,829	2·12
172	Brant, Ont.	44,259	0·54	929	2·10
173	Division No. 12, Alta.	10,549	0·13	222	2·10
174	Division No. 5, Alta.	20,391	0·25	410	2·01
175	Hants, N.S.	14,965	0·18	297	1·98
176	Division No. 8, Man.	16,117	0·20	313	1·94
177	Division No. 7, Sask.	21,547	0·26	402	1·87
178	Division No. 6, Alta.	115,237	1·41	2,157	1·87
179	Division No. 5, Alta.	11,622	0·14	215	1·85
180	Norfolk, Ont.	25,390	0·31	468	1·84
181	St. John, N.B.	50,062	0·61	912	1·82
182	Welland, Ont.	66,222	0·81	1,198	1·81
183	Pictou, N.S.	31,420	0·38	609	1·81
184	Haldimand, Ont.	17,614	0·22	317	1·80
185	Colchester, N.S.	19,849	0·24	356	1·79
186	Queens, N.S.	8,748	0·11	155	1·77
187	Division No. 7, Sask.	49,254	0·60	852	1·73
188	Queens, P.E.I.	29,918	0·37	514	1·72
189	Division No. 3, Ont.	20,924	0·26	354	1·69
190	Kings, N.B.	15,885	0·19	269	1·67
191	Dundas, Ont.	13,130	0·16	215	1·64
192	Leeds, Ont.	29,264	0·36	467	1·60
193	Carleton, N.B.	16,254	0·20	258	1·59
194	Lanark, Ont.	27,033	0·33	424	1·57
195	Grenville, Ont.	13,559	0·17	210	1·55
196	York, N.B.	25,785	0·32	393	1·52
197	Wentworth, Ont.	156,535	1·92	2,365	1·51
198	Northumberland, Ont.	28,883	0·32	389	1·50
199	Gray, Ont.	47,113	0·58	686	1·45
200	Bruce, Ont.	34,715	0·42	496	1·43
201	Division No. 11, Sask.	70,015	0·86	999	1·43
202	Division No. 4, Alta.	23,229	0·28	333	1·42
203	Prince Edward, Ont.	13,777	0·17	199	1·38
204	Ontario, Ont.	48,433	0·59	625	1·29
205	Lambton, Ont.	44,594	0·55	572	1·28
206	Waterloo, Ont.	72,788	0·89	897	1·23
207	Division No. 5, Man.	14,755	0·18	181	1·23
208	Division No. 7, Ont.	29,539	0·36	357	1·21
209	Dufferin, Ont.	12,304	0·15	150	1·21
210	York, Ont.	715,889	8·74	8,260	1·16
211	Peterborough, Ont.	38,857	0·44	401	1·12
212	Charlotte, N.B.	17,207	0·21	183	1·06
213	Durham, Ont.	21,445	0·26	228	1·06
214	Middlesex, Ont.	99,949	1·22	1,002	1·01
215	Elgin, Ont.	36,339	0·44	349	0·96
216	Peel, Ont.	23,281	0·28	221	0·95
217	Victoria, Ont.	21,461	0·26	202	0·94
218	Oxford, Ont.	39,716	0·49	349	0·88
219	Wellington, Ont.	47,780	0·58	415	0·87
220	Perth, Ont.	42,219	0·52	350	0·83
221	Huron, Ont.	37,631	0·46	292	0·78
222	Halton, Ont.	22,073	0·27	132	0·60

TABLE 3. Percentages illiterate of the population 10 years of age and over, by quinquennial age groups, sex, rural and urban, Canada and provinces, 1931

Age Group	Date at Which Each Group Was Ages 10-14	P.C. Illiterate			
		Rural		Urban	
		Males	Females	Males	Females
CANADA¹	-	5·99²	4·81	2·70	1·96
10-14	1931	1·86	1·53	0·39	0·33
15-19	1926	2·90	1·84	0·71	0·63
20-24	1921	2·91	3·00	1·25	1·15
25-29	1916	4·66	4·06	2·21	1·56
30-34	1911	5·27	4·30	2·53	1·94
35-39	1906	5·72	4·93	2·75	1·97
40-44	1901	6·33	5·34	3·06	2·24
45-49	1896	7·23	6·03	3·51	2·55
50-54	1891	8·16	6·93	3·89	2·77
55-59	1886	10·17	8·24	4·83	3·35
60-64	1881	11·44	9·47	5·27	3·83
65-69	1876	13·65	11·54	6·51	4·93
70-74	1871	16·24	13·92	8·50	6·01
75-79	1866	18·33	14·87	9·95	7·18
80-84	1861	19·56	16·89	10·83	8·07
85-89	1856	21·96	18·88	12·15	8·79
90-94	1851	25·88	25·21	13·75	10·60
95-99	1846	32·14	35·09	19·39	18·12
100 and over	1841 and earlier	59·18	56·00	36·00	29·03
Prince Edward Island		3·20	2·21	2·75	2·06
10-14		0·80	0·53	0·39	0·39
15-19		1·36	0·55	1·15	0·12
20-24		2·52	1·30	1·29	0·63
25-29		2·10	1·84	2·12	1·08
30-34		2·35	1·56	1·83	1·05
35-39		3·08	1·12	2·25	1·90
40-44		2·62	1·35	2·30	0·88
45-49		3·94	1·81	2·55	1·52
50-54		5·17	2·56	3·87	2·89
55-59		5·17	2·55	4·19	4·09
60-64		4·77	4·02	6·06	4·56
65-69		6·01	5·48	7·50	6·17
70-74		8·27	5·32	8·13	4·42
75-79		10·22	7·77	6·59	6·60
80-84		8·99	9·81	9·73	9·65
85-89		6·08	9·00	11·11	7·94
90-94		8·33	15·02	23·00	22·22
95-99		11·11	15·38	-	50·00
100 and over		-	25·00	-	50·00
Nova Scotia		6·36	4·46	3·05	2·55
10-14		2·12	1·68	0·40	0·38
15-19		2·50	1·50	0·86	0·68
20-24		4·58	2·36	1·52	1·10
25-29		5·38	3·20	2·30	1·85
30-34		5·74	3·16	2·90	1·62
35-39		5·87	3·36	3·35	2·69
40-44		6·40	3·50	4·47	2·97
45-49		7·29	4·23	4·08	4·06
50-54		8·19	4·75	4·87	4·26
55-59		8·64	5·95	6·41	4·61
60-64		9·70	7·25	5·13	5·03
65-69		11·02	8·55	6·91	5·57
70-74		12·38	11·56	7·25	3·38
75-79		16·03	13·42	8·71	8·24
80-84		15·43	18·63	7·06	11·78
85-89		18·36	21·74	12·40	11·41
90-94		16·76	23·08	10·14	15·45
95-99		34·78	33·33	40·00	24·14
100 and over		37·50	46·15	-	25·00

¹Nine provinces only.

²Totals for Canada and provinces include "not stated" ages.

TABLE 3.   Percentages illiterate of the population 10 years of age and over, by quinquennial age groups, sex, rural and urban, Canada and provinces, 1931.—Con.

Age Group	P.C. Illiterate			
	Rural		Urban	
	Males	Females	Males	Females
New Brunswick............................	**11·41**	**6·73**	**2·74**	**1·83**
10–14............................	4·21	2·95	0·46	0·36
15–19............................	7·93	3·58	1·14	0·78
20–24............................	10·21	4·91	1·93	1·11
25–29............................	10·55	5·15	2·43	1·68
30–34............................	10·30	4·93	2·37	1·30
35–39............................	11·51	6·55	2·94	1·95
40–44............................	13·89	7·09	3·42	1·96
45–49............................	14·86	9·15	3·54	2·71
50–54............................	15·30	10·04	4·11	2·89
55–59............................	17·51	11·60	4·16	3·45
60–64............................	16·30	11·43	4·48	3·20
65–69............................	18·45	13·19	5·40	3·68
70–74............................	22·40	13·81	6·79	4·40
75–79............................	20·05	16·92	8·36	4·73
80–84............................	20·53	18·51	7·10	4·00
85–89............................	21·36	18·70	5·07	5·73
90–94............................	26·00	26·50	12·50	11·60
95–99............................	47·83	22·22	14·29	–
100 and over............................	60·00	–	–	–
Quebec............................	**10·02**	**4·77**	**3·98**	**2·56**
10–14............................	2·30	1·65	0·63	0·53
15–19............................	4·33	1·90	1·16	0·88
20–24............................	5·42	2·44	1·60	1·20
25–29............................	6·46	2·85	2·28	1·36
30–34............................	7·01	3·22	2·72	1·57
35–39............................	9·22	2·60	3·44	1·95
40–44............................	11·40	4·96	4·17	2·63
45–49............................	14·15	5·70	5·45	3·37
50–54............................	16·55	7·28	6·37	4·34
55–59............................	20·93	9·36	8·84	5·40
60–64............................	24·06	11·85	10·57	7·00
65–69............................	27·86	15·58	13·45	9·16
70–74............................	32·53	20·05	18·02	11·41
75–79............................	36·02	22·32	22·17	13·98
80–84............................	38·37	24·62	24·44	15·33
85–89............................	38·86	26·64	27·05	17·05
90–94............................	44·96	34·83	31·03	16·85
95–99............................	36·17	50·00	31·37	28·36
100 and over............................	–	42·86	75·00	57·14
Ontario............................	**3·69**	**2·52**	**2·03**	**1·52**
10–14............................	1·07	0·91	0·21	0·18
15–19............................	1·72	1·20	0·45	0·43
20–24............................	2·59	1·81	0·96	1·03
25–29............................	3·17	2·32	2·38	1·53
30–34............................	3·37	2·26	2·50	1·53
35–39............................	3·74	2·27	2·35	1·77
40–44............................	4·07	2·65	2·40	1·94
45–49............................	4·80	2·88	2·63	2·00
50–54............................	4·74	3·18	2·72	1·83
55–59............................	5·55	3·48	3·01	2·10
60–64............................	5·64	3·54	2·80	2·13
65–69............................	7·03	4·61	3·48	2·56
70–74............................	8·26	5·90	4·51	3·42
75–79............................	8·62	6·78	4·98	3·37
80–84............................	8·61	7·96	5·31	4·19
85–89............................	11·98	8·74	5·35	4·60
90–94............................	12·90	12·25	6·14	6·53
95–99............................	19·74	20·51	13·89	12·78
100 and over............................	50·00	57·14	25·00	21·43
Manitoba............................	**5·61**	**7·24**	**2·13**	**2·03**
10–14............................	1·75	1·77	0·32	0·25
15–19............................	2·33	2·17	0·42	0·71
20–24............................	3·23	3·83	0·83	1·53
25–29............................	4·24	5·19	1·49	2·12
30–34............................	5·04	6·67	1·98	2·31
35–39............................	5·53	8·46	2·27	2·41
40–44............................	5·63	9·55	2·71	4·03
45–49............................	7·19	10·39	3·45	4·37
50–54............................	9·59	13·15	3·33	4·60
55–59............................	10·59	15·29	3·95	4·90
60–64............................	11·85	18·60	4·02	4·78
65–69............................	15·92	21·96	5·63	6·22
70–74............................	17·47	24·53	4·83	6·05
75–79............................	19·72	21·58	5·41	6·73
80–84............................	21·48	22·80	5·65	6·12
85–89............................	24·81	28·87	9·55	8·25
90–94............................	39·29	45·45	10·34	6·45
95–99............................	50·00	33·33	12·50	30·00
100 and over............................	100·00	100·00	40·00	–

TABLE 3.   Percentages illiterate of the population 10 years of age and over, by quinquennial age groups, sex, rural and urban, Canada and provinces, 1931—Con.

| Age Group | P.C. Illiterate | | | |
| | Rural | | Urban | |
	Males	Females	Males	Females
Saskatchewan	**4·34**	**6·27**	**2·14**	**1·88**
10–14	1·36	1·33	0·29	0·36
15–19	1·72	1·67	0·38	0·54
20–24	2·85	3·62	1·54	1·20
25–29	4·32	6·42	2·19	2·09
30–34	4·88	7·04	2·55	2·04
35–39	4·29	8·09	2·39	2·08
40–44	4·32	9·17	2·29	1·88
45–49	4·81	9·36	2·48	2·29
50–54	5·49	10·41	2·76	2·55
55–59	7·69	14·34	3·47	3·75
60–64	9·64	16·80	4·35	3·98
65–69	14·11	21·27	4·94	7·20
70–74	17·98	25·92	7·58	8·60
75–79	21·66	24·03	8·44	8·74
80–84	21·10	27·50	7·02	8·33
85–89	30·69	29·72	17·02	8·85
90–94	43·40	51·72	17·39	17·24
95–99	35·71	56·00	–	20·00
100 and over	87·50	66·67	100·00	–
Alberta	**3·89**	**5·81**	**1·62**	**1·47**
10–14	1·50	1·35	0·28	0·20
15–19	1·78	1·65	0·49	0·45
20–24	2·67	3·53	1·03	1·19
25–29	3·50	5·96	1·95	2·02
30–34	4·04	6·68	2·33	1·83
35–39	4·07	6·75	2·11	1·90
40–44	3·49	6·64	2·09	1·45
45–49	4·02	7·61	1·68	1·60
50–54	4·96	9·90	2·07	1·50
55–59	6·55	12·43	1·95	2·40
60–64	8·60	15·97	2·50	2·48
65–69	10·60	18·20	2·66	4·31
70–74	14·00	21·37	3·38	4·27
75–79	14·07	18·77	5·08	4·91
80–84	17·67	26·22	5·18	4·92
85–89	18·57	31·20	5·76	7·86
90–94	24·24	55·56	13·64	6·45
95–99	30·77	63·64	–	–
100 and over	75·00	75·00	–	–
British Columbia	**6·54**	**7·51**	**2·30**	**1·21**
10–14	3·06	2·75	0·28	0·22
15–19	2·64	3·48	0·35	0·36
20–24	3·98	5·78	1·02	1·10
25–29	4·81	7·84	1·72	1·61
30–34	6·11	7·07	2·12	1·79
35–39	6·92	9·38	2·72	1·55
40–44	7·11	7·39	3·37	1·50
45–49	7·09	8·10	3·34	1·59
50–54	7·97	8·86	3·54	1·23
55–59	8·54	10·44	3·57	1·28
60–64	10·97	12·42	3·65	1·46
65–69	10·47	16·00	2·87	1·66
70–74	11·46	17·52	2·03	1·55
75–79	15·63	22·10	3·33	1·67
80–84	19·14	23·81	2·48	2·46
85–89	28·00	36·42	0·99	3·10
90–94	39·13	32·50	–	4·76
95–99	50·00	91·67	–	9·09
100 and over	83·33	80·00	–	–

TABLE 4. Number and percentage illiterate of the population 10 years of age and over, by broad racial and age groups, sex, rural and urban, Canada and provinces, 1931

Item	10-14 Years						15 Years and over					
	Males			Females			Males			Females		
	Total	Illiterate No.	P.C.	Total	Illiterate No.	P.C.	Total	Illiterate No.	P.C.	Total	Illiterate No.	P.C.
CANADA.........	542,192	6,184	1·14	530,455	4,028	0·93	3,710,345	175,147	4·72	3,376,967	118,254	3·50
Rural........	376,979	5,157	1·37	364,907	3,041	1·58	1,748,090	115,808	6·48	1,570,805	74,568	5·44
British races	122,163	768	0·65	114,253	566	0·50	881,570	15,751	1·79	705,500	7,572	1·07
Other races	154,816	4,389	2·62	150,654	3,476	2·31	860,804	100,117	11·63	665,115	66,994	10·07
Urban........	165,213	1,027	0·59	165,548	834	0·53	1,962,255	59,378	3·02	1,806,862	43,686	2·42
British races	139,058	268	0·21	137,121	260	0·19	1,112,067	7,380	0·65	1,122,006	8,025	0·72
Other races	126,155	759	0·59	128,427	622	0·48	855,598	52,010	6·08	815,354	37,473	4·60
Prince Edward Island...	4,790	34	0·71	4,615	23	0·50	33,117	1,076	3·46	28,811	702	2·44
Rural........	3,770	30	0·80	3,687	19	0·52	23,031	546	3·48	20,518	514	2·51
British races	3,162	20	0·63	3,008	11	0·37	20,109	458	2·26	17,485	240	1·43
Other races	608	10	1·64	579	8	1·38	3,522	391	11·10	3,033	268	8·74
Urban........	1,020	4	0·39	1,088	4	0·36	9,270	130	2·17	8,893	188	2·87
British races	828	2	0·34	933	3	0·36	6,270	136	2·17	7,001	118	1·68
Other races	192	2	1·04	195	1	0·51	1,216	94	7·73	1,292	70	5·42
Nova Scotia....	28,663	396	1·38	27,876	309	1·11	178,436	9,299	5·40	167,427	6,635	3·96
Rural........	16,877	317	1·88	16,024	222	1·38	100,758	7,105	7·05	87,170	4,310	4·95
British races	11,587	163	1·41	10,811	112	1·04	73,064	3,063	4·19	64,090	1,649	3·04
Other races	4,790	154	3·44	4,319	150	3·12	27,715	4,046	14·58	23,000	2,370	10·27
Urban........	12,285	49	0·49	11,852	87	0·73	77,654	1,696	2·47	80,257	2,318	2·89
British races	9,987	34	0·34	9,928	30	0·30	63,025	1,455	2·31	66,788	1,374	2·06
Other races	2,298	15	0·65	2,324	17	0·73	14,629	241	1·65	13,469	944	6·99
New Brunswick...	23,256	759	3·10	23,053	513	2·29	135,346	13,160	9·73	128,162	7,002	5·46
Rural........	17,391	709	4·41	16,891	490	2·90	95,101	11,805	18·74	80,748	6,007	7·44
British races	9,427	158	1·68	8,682	101	1·16	56,456	2,168	3·33	48,385	899	1·74
Other races	7,874	571	7·25	7,909	389	4·92	36,615	9,701	26·49	31,957	5,206	16·29
Urban........	6,455	89	0·48	6,461	23	0·36	45,210	1,826	3·08	47,839	979	2·08
British races	4,639	10	0·28	4,601	9	0·20	32,635	383	1·17	37,058	269	0·72
Other races	1,816	20	1·10	1,860	14	0·75	9,610	920	9·57	10,785	710	6·58
Quebec........	158,149	2,120	1·34	157,660	1,565	0·99	932,269	65,640	7·03	918,439	33,857	3·69
Rural........	67,863	1,438	2·39	65,414	1,077	1·65	350,949	55,542	15·83	290,618	15,903	5·47
British races	4,882	144	2·95	4,039	48	1·73	16,129	2,003	6·54	19,528	771	3·95
Other races	62,403	1,405	2·25	60,522	997	1·65	329,320	53,361	16·24	262,790	15,137	5·76
Urban........	90,364	571	0·68	92,046	488	0·53	581,226	89,798	1·48	627,887	17,977	2·89
British races	14,356	46	0·32	14,078	45	0·34	122,685	598	0·61	132,426	624	0·62
Other races	76,009	525	0·69	78,423	446	0·57	474,635	25,807	5·44	495,481	17,153	3·46
Ontario........	161,623	933	0·58	166,634	755	0·45	1,262,369	37,611	2·98	1,219,449	24,588	2·05
Rural........	69,198	748	1·07	66,855	605	0·91	511,310	20,697	4·06	415,991	11,611	2·77
British races	48,299	189	0·39	45,195	141	0·31	371,040	6,155	1·66	314,273	2,739	0·87
Other races	20,839	559	2·65	20,060	452	2·25	140,145	14,542	10·37	101,718	8,781	8·63
Urban........	92,485	191	0·21	91,870	168	0·18	751,160	16,911	3·25	794,458	15,847	1·98
British races	66,572	108	0·16	65,499	79	0·12	549,120	5,298	0·96	625,347	2,658	0·43
Other races	25,913	83	0·32	26,380	89	0·35	192,028	12,516	7·09	168,111	10,589	6·32
Manitoba.......	28,368	400	1·18	27,318	433	1·15	257,127	11,532	4·48	234,192	12,451	5·55
Rural........	19,055	471	2·47	17,878	355	1·98	179,348	8,744	6·88	107,287	11,951	8·77
British races	9,716	27	0·28	9,015	36	0·40	68,988	572	0·76	52,600	203	0·56
Other races	13,825	384	2·78	13,290	359	2·70	70,975	8,222	11·60	55,328	8,738	15·79
Urban........	12,187	49	0·40	12,435	55	0·44	87,113	2,772	3·07	111,855	3,425	3·04
British races	8,894	19	0·21	8,782	16	0·18	71,920	304	0·40	73,502	210	0·29
Other races	6,533	30	0·46	6,434	22	0·34	45,244	2,458	5·50	42,753	3,150	7·37
Saskatchewan...	55,696	389	1·06	54,430	569	1·05	334,499	13,700	4·10	260,745	11,332	4·35
Rural........	39,926	325	1·50	39,206	452	1·15	289,050	11,377	3·93	201,146	18,152	9·49
British races	15,382	45	0·29	14,224	49	0·34	98,309	620	0·63	68,192	305	0·45
Other races	24,667	290	2·02	24,239	463	1·91	190,741	10,557	5·55	132,954	17,817	13·34
Urban........	14,654	46	0·49	15,967	47	0·48	50,397	1,661	8·41	96,605	3,508	6·18
British races	10,079	19	0·19	10,290	37	0·36	45,156	64,593	0·20	64,459	247	0·39
Other races	5,575	27	0·43	5,737	20	0·35	37,586	2,293	5·94	32,324	1,368	5·48
Alberta........	40,458	430	1·06	39,026	363	0·93	279,389	9,333	3·34	213,263	6,543	4·47
Rural........	25,000	359	1·91	24,769	334	1·93	175,776	7,461	4·94	117,951	7,969	6·75
British races	10,921	30	0·27	10,541	17	0·17	78,648	459	0·58	54,436	243	0·43
Other races	14,079	359	2·49	14,623	317	2·17	101,146	7,873	7·06	64,058	7,733	10·04
Urban........	14,458	41	0·28	14,837	29	0·20	108,006	1,072	1·56	95,312	1,585	1·00
British races	10,274	14	0·14	10,041	15	0·16	70,996	455	0·22	68,453	170	0·25
Other races	4,194	27	0·64	4,216	14	0·33	32,608	1,373	4·33	25,870	1,415	0·56
British Columbia..	30,169	463	1·30	29,643	398	1·34	298,583	13,290	4·45	221,509	8,637	3·98
Rural........	18,525	417	2·09	18,171	353	2·11	187,357	11,082	6·09	85,150	6,929	8·14
British races	8,794	22	0·25	8,554	9	0·23	79,685	332	0·42	50,208	222	0·44
Other races	4,831	395	8·18	4,617	343	7·43	53,245	9,791	16·51	24,900	6,578	25·83
British races	13,129	36	0·27	13,119	30	0·23	118,431	209	0·23	115,421	304	0·26
Other races	3,426	10	0·29	3,353	6	0·18	48,043	3,598	8·11	23,955	1,936	6·99

TABLE 5. Number and percentage illiterate of the population 10 years of age and over, by birthplace, Canada, 1931

Birthplace	Population 10 Years and over			Birthplace	Population 10 Years and over		
	Total	Illiterate			Total	Illiterate	
		No.	P.C.			No.	P.C.
Canada¹	5,853,410	174,607	2·98	Iceland	5,714	137	2·40
England	711,006	2,786	0·39	Italy	41,528	6,174	14·87
Scotland	271,915	780	0·29	Lithuania	5,343	637	11·92
Ireland	104,345	812	0·78	Norway	31,719	615	1·94
Wales	21,209	50	0·23	Poland	161,736	27,300	16·58
Lesser Isles	5,947	42	0·70	Roumania	38,956	7,195	18·48
Australia	3,410	22	0·65	Russia	109,765	11,664	10·90
India	4,527	360	7·95	Spain	599	28	5·01
Newfoundland	25,524	1,201	4·71	Sweden	33,703	609	1·80
New Zealand	1,352	9	0·67	Switzerland	5,940	106	1·78
South Africa	2,177	3	0·14	Ukraine	12,128	2,805	21·37
West Indies	4,454	47	1·06	Yugoslavia	15,769	1,710	10·87
Other British Possessions	2,186	72	3·29	Other Europe	2,756	144	5·22
Austria	36,741	6,763	18·41	Armenia	625	133	21·28
Belgium	16,190	710	4·42	China	41,879	7,550	18·03
Bulgaria	1,435	156	10·87	Japan	12,124	1,794	14·80
Czechoslovakia	21,058	2,136	10·14	Syria	3,889	774	19·92
Denmark	16,370	253	1·55	Turkey	901	115	12·76
Finland	29,580	2,428	8·23	Other Asia	759	50	10·01
France	16,309	475	2·90	United States	317,119	4,164	1·31
Germany	37,314	1,490	4·00	South America	1,190	29	2·44
Greece	5,327	530	9·75	Other countries	1,566	102	6·51
Holland	10,051	200	1·99	At sea	676	14	2·07
Hungary	25,805	2,666	10·33				

¹Nine provinces only and excluding aborigines. Obviously the aborigines and the Yukon and the Northwest Territories (mainly aborigines) should be excluded from Canada in the comparison since the other countries are not sending out their aborigines.

TABLE 6. Number and percentage illiterate of the population 10 years of age and over, by age group and sex, Canada, 1931, compared with the United States, 1930 and Bulgaria, 1926

Age Group	Population 10 Years and over								
	Canada, 1931 Census			United States, 1930 Census			Bulgaria, 1926 Census		
	Total	Illiterate		Total	Illiterate		Total	Illiterate	
		No.	P.C.		No.	P.C.		No.	P.C.
BOTH SEXES¹	8,169,622	309,396	3·79	98,723,047	4,283,753	4·34	4,128,788	1,624,141	39·34
10-14	1,074,051	12,010	1·12	12,004,877	140,440	1·17	564,502	108,659	19·25
15-19	1,039,801	16,253	1·56	11,552,115	221,942	1·92	603,581	145,939	24·18
20-24	911,185	20,645	2·27	10,570,378	294,360	2·71	528,722	138,898	26·27
25-34	1,495,117	46,901	3·14	18,954,029	618,266	3·26	789,882	253,528	32·10
35-44	1,334,503	51,337	3·85	17,198,840	887,955	5·16	669,728	272,024	45·06
45-54	1,073,892	52,906	4·93	13,018,083	864,433	6·64	411,938	235,371	57·14
55-64	661,022	45,688	6·91	8,396,695	606,811	7·23	330,015	219,334	66·49
65 and over	575,331	63,118	10·96	6,633,805	642,966	9·69	295,727	246,843	83·47
Male¹	4,258,862	183,827	4·32	49,949,798	2,198,293	4·40	2,056,012	512,440	24·92
10-14	542,930	6,673	1·23	6,068,777	82,030	1·35	290,145	46,472	16·02
15-19	525,250	9,924	1·89	5,757,825	140,532	2·44	306,442	56,914	18·57
20-24	458,722	12,074	2·60	5,336,815	173,019	3·24	263,389	43,801	16·63
25-34	778,111	27,815	3·57	9,421,966	323,919	3·44	390,033	62,757	16·10
35-44	706,544	30,347	4·29	8,816,319	433,510	4·92	327,042	57,899	20·17
45-54	588,845	32,392	5·50	6,802,569	441,883	6·49	197,068	59,735	30·31
55-64	350,072	27,902	7·84	4,367,500	303,907	6·96	172,693	78,951	45·20
65 and over	294,377	36,359	12·35	3,325,211	296,168	8·90	149,178	106,753	71·56
Female¹	3,910,760	125,569	3·21	48,773,249	2,085,460	4·28	2,072,776	1,111,701	53·63
10-14	531,121	5,337	1·00	5,936,100	58,410	0·98	274,357	62,187	22·67
15-19	514,341	6,329	1·23	5,794,290	81,310	1·40	297,139	92,025	30·97
20-24	447,463	8,571	1·92	5,533,563	121,341	2·19	265,363	95,097	35·84
25-34	717,006	19,086	2·66	9,532,063	294,347	3·09	399,849	190,741	47·70
35-44	627,718	20,990	3·34	8,382,521	454,445	5·42	310,686	214,125	67·61
45-54	485,047	20,514	4·29	6,214,514	422,550	6·80	214,870	175,636	81·74
55-64	305,950	17,786	5·81	4,029,198	302,904	7·52	157,322	141,173	89·77
65 and over	281,456	26,759	9·51	3,308,594	346,861	10·48	146,549	140,090	95·59

¹"Age not stated" included in totals.

TABLE 7. Number and percentage illiterate of the population 10 years of age and over, rural and urban, Canada and the United States at latest census dates

Item	Population 10 Years and over		
	Total	Illiterate	
		No.	P.C.
CANADA, 1931			
TOTAL	8,169,622	309,396	3·79
Rural	3,664,696	204,471	5·58
Urban	4,504,926	104,925	2·33
UNITED STATES, 1930			
TOTAL	96,723,047	4,283,753	4·34
Rural	41,605,725	2,483,149	5·97
Urban	57,117,322	1,800,604	3·15

TABLE 8. Scatter diagram showing frequency distribution of 500 cases of percentage illiteracy arranged in intervals and ascending order of size, by intervals of percentage improvement in five years from date of occurrence of percentage illiteracy, Canada, 1931

Intervals of Percentage Illiteracy	Intervals of Percentage Improvement																		Total
	16+	15-12	11-8	7-4	3-0	0-3	4-7	8-11	12-15	16-19	20-23	24-27	28-31	32-35	36-39	40-43	44-47	48+	
Under 2	7	2		1	4	5	2	4	9	9	9	11	5	9	10	7		22	125
2- 3	4	2	4	8	6	12	10	15	8	16	14	9	2	7	4	3	2		132
4- 5	2	1	1	1	6	7	12	11	11	7	11	7	5	2			1		85
6- 7	2			2		3	2	4	8	8	4	10	2						45
8- 9	4	1		1	3	1	2	5	4	6	3	1	2						33
10-11		1		1	2	1		4	4	3	3	4							23
12-13						1	1	1	1	3	1	1							9
14-15					2	1	1	4	2	3									13
16-17			1	1			4		1	3									10
18-19						1	3	1	1										6
20-21		1			1	1	2	1	1										8
22-23			1			1	2												4
24-25		1	1				2												4
26-27							1												1
28-29																			
30 and over					1	1													2
Total	19	9	8	14	26	31	41	50	56	51	59	35	16	18	13	13	10	22	500

TABLE 9. Number and percentage illiterate of the population 5 years of age and over, by quinquennial age groups¹, Canada, 1931 and 1921

Age Group	Population 10 Years and over					
	1931			1921		
	Total	Illiterate No.	P.C.	Total	Illiterate No.	P.C.
TOTAL 10 YEARS AND OVER.......	8,169,622	309,396	3·79	6,681,706	340,895	5·10
10-14	1,074,547	12,051	1·12	916,004	18,602	2·03
15-19	1,040,072	16,282	1·57	804,541	22,117	2·75
20-24	911,607	20,681	2·27	713,441	24,933	3·49
25-29	786,645	23,618	3·00	688,667	26,900	3·91
30-34	709,164	23,366	3·29	654,939	28,943	4·42
35-39	688,781	25,254	3·67	654,885	32,544	5·10
40-44	646,398	26,175	4·05	528,788	31,190	5·90
45-49	585,482	27,529	4·56	436,492	28,086	6·44
50-54	488,906	25,670	5·25	363,099	26,052	7·17
55-59	367,194	23,950	6·53	281,191	23,098	8·43
60-64	294,733	21,788	7·39	240,041	22,094	9·20
65-69	231,240	20,901	9·04	172,544	19,753	11·45
70-74	171,679	18,933	11·03	117,798	15,475	13·14
75-79	98,674	12,346	12·51	71,576	11,091	15·50
80-84	49,198	6,770	13·76	57,719	6,350	16·58
85 and over	25,307	4,274	16·89	20,783	3,457	16·63
5-9	1,132,749	358,281	31·63	1,048,694	374,090	35·67
Total 5 years and over.	9,302,371	667,677	7·18	7,730,400	714,985	9·25

¹"Age not stated" divided proportionately between all age groups over 10. Age groups estimated for 1921.

TABLE 10. Actual and expected population alive, and number and percentage illiterate, by quinquennial age groups¹, Canada, 1931.

Age Group	Expected on Basis of 1921			Actual		
	Population 1931	Illiterate No.	P.C.	Population 1931	Illiterate No.	P.C.
TOTAL 15 YEARS AND OVER.......	7,067,448	650,048	9·20	7,095,075	297,365	4·19
15-19	1,030,446	367,560	35·67	1,040,072	16,282	1·57
20-24	894,935	18,167	2·03	911,607	20,681	2·27
25-29	780,693	21,469	2·75	786,645	23,618	3·00
30-34	689,398	24,050	3·49	709,164	23,366	3·29
35-39	662,222	25,892	3·91	688,781	25,254	3·67
40-44	626,178	27,677	4·42	646,398	26,175	4·05
45-49	601,390	30,671	5·10	585,482	27,529	4·56
50-54	495,462	29,114	5·90	488,906	25,670	5·25
55-59	396,383	25,527	6·44	367,194	23,950	6·53
60-64	315,061	22,589	7·17	294,733	21,788	7·39
65-69	225,880	19,041	8·43	231,240	20,901	9·04
70-74	171,749	15,800	9·20	171,679	18,933	11·03
75-79	105,664	11,809	11·45	98,674	12,346	12·51
80-84	51,505	6,779	13·14	49,198	6,770	13·76
85-89	18,403	2,852	15·50	19,137	2,956	15·45
90-94	4,997	818	16·58	4,384	941	19·07
95 and over	987	164	16·63	1,236	377	30·50
Total 20 years and over.	6,037,002	282,488	4·68	6,055,003	281,053	4·64

¹"Age not stated" divided proportionately between all age groups over 10.

TABLE 11. Immigrant population and number arriving between 1921 and 1931, Canada, 1931

Age Group	Immigrant Population		Age Group	Immigrant Population	
	Total	Arriving 1921-1931¹		Total	Arriving 1921-1931¹
ALL AGES	2,317,497	754,757	50-54	190,193	19,313
			55-59	126,827	11,325
0- 4	22,830	22,830	60-64	93,939	7,402
5- 9	61,708	61,708	65-69	66,484	5,047
10-14	68,659	52,243	70-74	44,722	2,846
15-19	95,297	35,295	75-79	25,095	1,377
20-24	195,205	101,488	80-84	12,489	505
25-29	259,950	136,903	85-89	5,016	196
30-34	262,375	118,543	90-94	1,379	27
35-39	269,949	76,195	95-99	323	9
40-44	269,416	47,655	100 and over	62	1
45-49	247,790	30,924	Not stated	787	248

¹"Year not stated" divided proportionately between all age groups

TABLE 12.   Number and percentage illiterate of the population 10 years of age and over, by certain age groups and sex, Canada and provinces, 1931 and 1921

Age Group	Population 10 Years and over					
	Total		Illiterate			
			No.		P.C.	
	1931	1921[1]	1931	1921[1]	1931	1921[1]
CANADA—						
Males........................	4,258,262	3,465,521	193,327	198,661	4·56	5·73
10-14........................	542,330	461,282	6,673	10,031	1·23	2·17
15-20........................	620,016	475,557	12,266	15,533	1·98	3·27
21-34........................	1,147,067	969,409	37,547	42,690	3·27	4·40
35-64........................	1,651,761	1,333,298	90,641	96,761	5·49	7·25
65 and over.................	294,377	214,387	36,559	30,987	12·33	14·46
Not stated..................	2,711	11,588	341	1	12·58	22·05
Females......................	3,910,799	3,214,119	125,569	142,284	3·21	4·18
10-14........................	531,121	451,805	5,337	8,289	1·00	1·83
15-20........................	608,964	472,682	7,944	10,979	1·30	2·32
21-34........................	1,090,548	934,521	26,042	32,129	2·43	3·44
35-64........................	1,418,315	1,140,701	59,290	64,204	4·18	5·63
65 and over.................	281,454	204,733	26,759	24,121	9·51	11·73
Not stated..................	1,060	9,674	197	2,612	18·58	26·97
Prince Edward Island—						
Males........................	35,907	35,051	1,110	1,951	3·09	5·57
10-14........................	4,790	4,826	34	71	0·71	1·47
15-20........................	5,431	5,245	73	96	1·34	1·83
21-34........................	8,475	8,218	190	204	2·24	2·48
35-64........................	12,782	12,353	467	502	3·65	4·06
65 and over.................	4,425	4,308	346	377	7·82	8·63
Not stated..................	4	21	-	1	-	4·76
Females......................	35,428	34,196	728	873	2·17	2·55
10-14........................	4,615	4,569	23	45	0·50	0·98
15-20........................	4,986	4,987	42	37	0·84	0·74
21-34........................	7,396	8,300	103	80	1·39	0·96
35-64........................	12,142	12,175	265	349	2·18	2·87
65 and over.................	4,286	4,134	292	361	6·81	8·73
Not stated..................	3	23	-	1	-	4·35
Nova Scotia—						
Males........................	207,098	205,529	10,109	11,588	4·99	5·61
10-14........................	28,662	29,291	396	660	1·38	2·25
15-20........................	32,183	30,485	765	943	2·38	3·09
21-34........................	50,237	52,589	2,163	3,115	3·89	4·10
35-64........................	75,801	74,376	4,739	5,276	6·24	7·10
65 and over.................	20,149	18,562	2,346	2,477	11·64	13·34
Not stated..................	76	225	6	20	7·89	8·89
Females......................	196,303	198,045	6,845	9,098	3·48	4·59
10-14........................	27,876	27,974	309	509	1·11	1·82
15-20........................	30,302	30,725	350	521	1·15	1·70
21-34........................	46,508	52,027	1,011	1,371	2·22	2·64
35-64........................	60,589	67,792	2,033	3,058	4·21	5·40
65 and over.................	20,490	19,328	2,305	3,011	11·25	15·58
Not stated..................	38	202	6	23	15·79	11·39
New Brunswick—						
Males........................	159,108	148,969	13,925	13,769	8·75	9·24
10-14........................	23,756	22,196	759	1,241	3·19	5·59
15-20........................	25,944	23,151	1,645	1,717	6·34	7·42
21-34........................	38,752	38,322	2,935	2,876	7·70	7·50
35-64........................	56,629	52,787	6,294	5,983	10·96	11·33
65 and over.................	13,974	12,263	2,320	1,938	16·67	15·80
Not stated..................	47	3	12		6·38	5·56
Females......................	151,814	143,084	7,512	8,449	4·97	5·90
10-14........................	23,052	21,580	513	846	2·23	3·92
15-20........................	24,614	22,981	647	818	2·63	3·55
21-34........................	38,123	38,467	1,351	1,366	3·42	4·07
35-64........................	52,045	48,088	3,335	3,672	6·50	7·64
65 and over.................	13,959	11,707	1,590	1,541	11·99	13·17
Not stated..................	21	239	1	8	4·76	3·35

[1]The 1921 Canada total contains the total for the Royal Canadian Navy (485) which does not appear in any of the provinces.

TABLE 12.　Number and percentage illiterate of the population 10 years of age and over, by certain age groups and sex, Canada and provinces, 1931 and 1921—Con.

Age Group	Population 10 Years and over					
	Total		Illiterate			
			No.		P.C.	
	1931	1921	1931	1921	1931	1921
Quebec—						
Males..............................	1,091,418	868,171	67,760	68,108	6.21	7.84
10–14.............................	158,149	137,340	2,120	2,700	1.34	1.97
15–20.............................	174,319	140,736	4,461	4,873	2.56	3.46
21–34.............................	315,290	238,598	11,639	11,497	3.68	4.82
35–64.............................	374,782	292,484	32,881	33,740	8.77	11.54
65 and over.......................	68,521	54,056	16,636	14,880	24.28	27.53
Not stated........................	357	4,957	53	412	14.85	8.31
Females............................	1,076,999	863,786	55,458	39,484	5.29	4.54
10–14.............................	157,660	137,271	1,565	1,967	0.99	1.43
15–20.............................	181,091	145,693	2,319	2,420	1.28	1.66
21–34.............................	316,874	248,585	5,744	6,247	1.81	2.51
35–64.............................	350,504	278,972	15,056	18,750	4.45	6.72
65 and over.......................	69,677	54,188	10,163	9,643	14.59	17.80
Not stated........................	293	4,050	56	407	19.11	9.98
Ontario—						
Males..............................	1,423,989	1,178,345	33,644	41,570	2.71	3.53
10–14.............................	161,623	139,308	933	1,579	0.58	1.13
15–20.............................	193,449	161,066	2,077	2,949	1.07	1.83
21–34.............................	382,158	325,819	9,281	10,994	2.43	3.39
35–64.............................	571,278	470,731	19,317	20,042	3.38	4.39
65 and over.......................	114,943	85,948	6,902	5,179	6.00	6.05
Not stated........................	515	2,481	34	106	6.60	4.27
Females............................	1,307,083	1,151,115	24,613	26,968	1.87	2.34
10–14.............................	156,634	136,244	755	1,332	0.48	0.98
15–20.............................	184,995	150,658	1,455	1,714	0.79	1.14
21–34.............................	366,353	330,377	5,968	7,079	1.63	2.14
35–64.............................	539,694	445,775	12,304	12,057	2.28	2.70
65 and over.......................	119,151	85,983	5,108	4,733	4.29	5.50
Not stated........................	356	2,078	23	53	6.46	2.55
Manitoba—						
Males..............................	296,093	240,808	11,992	15,498	4.05	6.43
10–14.............................	38,968	33,447	460	891	1.18	2.66
15–20.............................	45,437	32,627	750	1,203	1.65	3.69
21–34.............................	77,963	70,888	2,397	3,702	2.95	5.22
35–64.............................	116,307	92,931	6,299	5,071	5.42	5.68
65 and over.......................	17,341	10,377	2,150	1,662	12.57	16.02
Not stated........................	79	332	6	63	7.59	18.98
Females............................	261,711	211,508	12,851	16,468	4.92	7.78
10–14.............................	37,619	32,561	433	810	1.15	2.49
15–20.............................	45,398	31,855	723	1,296	1.59	4.07
21–34.............................	71,109	66,235	2,479	4,925	3.49	7.44
35–64.............................	98,391	71,963	7,122	7,922	7.63	11.00
65 and over.......................	14,265	8,595	2,122	1,402	14.88	16.46
Not stated........................	62	271	5	38	8.06	14.02
Saskatchewan—						
Males..............................	390,105	308,426	14,820	15,189	3.80	4.96
10–14.............................	55,606	41,404	589	931	1.06	2.25
15–20.............................	60,655	38,862	924	1,442	1.53	3.71
21–34.............................	104,711	95,581	3,565	3,772	3.40	3.95
35–64.............................	151,419	116,292	6,720	7,347	4.44	6.32
65 and over.......................	17,686	9,849	2,471	1,605	13.97	16.30
Not stated........................	128	435	20	42	15.63	9.66
Females............................	316,845	235,468	14,898	16,673	4.70	7.08
10–14.............................	54,430	39,750	569	946	1.05	2.38
15–20.............................	57,784	35,686	821	1,820	1.42	5.10
21–34.............................	85,355	76,202	3,584	4,819	4.20	6.33
35–64.............................	104,390	76,299	7,457	7,628	7.14	10.00
65 and over.......................	13,325	7,279	2,373	1,424	17.81	19.56
Not stated........................	61	353	4	44	6.56	12.46

TABLE 12.   Number and percentage illiterate of the population 10 years of age and over, by certain age groups and sex, Canada and provinces, 1931 and 1921—Con.

Age Group	Population 10 Years and over					
	Total		Illiterate			
			No.		P.C.	
	1931	1921	1931	1921	1931	1921
Alberta—						
Males...............	*319,810*	*45,906*	*9,765*	*11,347*	*3·05*	*4·02*
10-14...............	40,458	30,265	430	923	1·06	3·05
15-20...............	44,403	30,172	623	1,143	1·40	3·79
21-34...............	89,423	76,348	2,575	2,843	2·88	3·72
35-64...............	130,611	100,711	4,736	5,408	3·63	5·37
65 and over........	14,852	8,073	1,391	1,013	9·37	12·55
Not stated.........	53	337	8	17	9·64	5·04
Females.	*292,289*	*188,160*	*9,900*	*11,140*	*3·39*	*5·92*
10-14...............	39,026	28,986	363	768	0·93	2·65
15-20...............	42,846	27,625	557	1,222	1·30	4·46
21-34...............	71,337	60,261	2,744	3,091	3·85	5·13
35-64...............	88,241	65,326	4,849	5,159	5·50	7·90
65 and over........	10,804	5,714	1,388	875	12·85	15·31
Not stated.........	55	248	5	15	14·29	6·05
British Columbia—						
Males...............	*328,963*	*241,068*	*13,763*	*16,455*	*4·18*	*6·83*
10-14...............	30,180	22,791	463	732	1·53	3·21
15-20...............	37,511	22,821	549	911	1·46	3·99
21-34...............	78,449	63,925	2,523	4,241	3·21	6·62
35-64...............	159,434	120,272	8,386	9,200	5·26	7·65
65 and over........	22,056	10,639	1,670	1,262	7·57	11·86
Not stated.........	1,333	619	163	107	12·65	17·40
Females.	*254,158*	*179,485*	*9,335*	*9,649*	*3·67*	*5·37*
10-14...............	29,643	22,502	398	797	1·34	3·54
15-20...............	36,053	22,070	608	816	1·69	3·70
21-34...............	65,498	53,455	2,857	2,479	3·60	4·64
35-64...............	106,545	73,444	4,578	4,454	4·28	6·11
65 and over........	15,966	7,719	1,327	1,027	8·32	13·31
Not stated.........	157	295	67	46	42·68	15·59
Yukon—						
Males...............	*2,478*	*2,562*	*205*	*511*	*15·88*	*19·95*
10-14...............	158	133	76	56	48·10	42·11
15-20...............	181	137	41	46	22·65	33·58
21-34...............	483	282	77	55	15·98	19·50
35-64...............	1,283	1,591	150	114	11·60	7·17
65 and over........	350	185	48	25	13·71	13·51
Not stated.........	21	234	1	215	4·76	91·88
Females.	*1,067*	*1,051*	*400*	*468*	*38·53*	*45·58*
10-14...............	171	107	64	38	37·43	35·51
15-20...............	150	87	61	31	40·67	35·63
21-34...............	263	207	108	66	38·02	31·88
35-64...............	430	381	154	79	35·81	20·73
65 and over........	31	35	11	16	54·90	45·71
Not stated.........	2	234	2	228	100·00	97·44
Northwest Territories—						
Males...............	*3,850*	*5,511*	*2,109*	*2,988*	*54·68*	*85·10*
10-14...............	580	281	413	241	71·21	85·77
15-20...............	603	279	358	220	69·37	80·63
21-34...............	1,103	514	494	360	44·83	70·04
35-64...............	1,437	699	751	475	52·26	68·64
65 and over........	80	37	49	29	50·00	78·38
Not stated.........	48	1,715	47	1,663	97·92	96·97
Females.	*3,171*	*3,227*	*1,976*	*3,089*	*68·55*	*95·87*
10-14...............	495	261	345	231	69·70	88·61
15-20...............	575	312	361	276	62·79	88·46
21-34...............	934	469	541	409	57·92	87·77
35-64...............	1,044	477	641	406	61·40	85·12
65 and over........	91	60	62	68	68·13	96·67
Not stated.........	32	1,651	28	1,649	87·60	99·88

TABLE 13. Number and percentage illiterate of the population 10 years of age and over, by nativity, sex, rural and urban, Canada and provinces, 1931 and 1921

C.=Canadian born; B.=British born; F.=Foreign born.

Province and Nativity	Number								Percentage							
	Rural				Urban				Rural				Urban			
	Males		Females		Males		Females		Males		Females		Males		Females	
	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921
CANADA	123,498	138,973	98,973	96,253	69,329	58,688	44,596	46,011	6·10	7·72	4·94	6·47	2·70	3·58	1·96	2·66
C.	95,629	104,887	55,770	66,474	55,557	53,134	24,132	25,389	6·41	7·99	4·35	5·78	2·35	3·00	1·46	2·07
B.	1,641	2,070	906	1,067	1,833	2,289	1,919	2,382	0·72	1·00	0·50	0·70	0·45	0·67	0·35	0·63
F.	26,328	32,016	24,297	28,482	22,265	18,545	18,240	18,240	8·29	11·44	12·34	15·73	7·18	11·07	8·05	0·71
Prince Edward Island	876	1,100	533	736	234	151	192	137	3·20	3·93	2·21	2·84	2·51	2·13	2·06	1·66
C.	850	1,072	517	690	212	138	174	122	3·20	3·93	2·21	2·73	2·63	2·05	1·95	1·53
B.	19	21	10	42	8	5	4	6	5·51	7·27	3·05	12·61	6·19	5·33	6·52	6·06
F.	7	7	6	4	14	8	12	8	1·51	1·99	1·52	1·21	6·19	5·33	6·52	6·06
Nova Scotia	7,450	8,558	4,581	6,407	2,745	2,975	2,353	2,686	4·36	7·16	4·46	5·86	3·05	3·46	2·55	3·03
C.	7,192	8,244	4,417	6,207	1,769	1,877	1,833	2,163	4·47	7·24	4·53	5·96	2·96	2·69	2·04	2·55
B.	128	179	100	127	440	458	410	436	3·76	5·38	3·15	3·99	4·35	4·11	3·94	3·48
F.	130	135	64	73	536	640	325	329	5·05	6·99	3·24	3·53	6·15	11·07	3·03	9·68
New Brunswick	12,592	12,266	6,522	7,326	1,333	1,502	993	1,123	11·41	11·97	6·73	7·99	2·74	3·23	1·83	2·19
C.	12,210	11,860	6,311	7,095	1,209	1,301	896	966	11·74	12·20	6·92	8·16	2·75	3·12	1·80	2·08
B.	30	45	36	41	27	24	19	47	3·11	3·20	4·72	7·40	4·55	8·23	3·79	5·36
F.	352	361	185	190	97	177	78	110	12·31	13·45	6·61	7·40	4·55	8·23	3·79	5·36
Quebec	40,353	43,708	16,969	20,361	37,367	24,490	18,467	19,073	10·61	11·37	4·51	5·84	3·98	5·04	2·68	3·47
C.	39,593	43,001	16,589	19,960	23,382	20,737	14,530	15,070	10·14	11·53	4·78	5·88	4·09	5·16	2·35	3·41
B.	110	135	62	94	193	315	284	422	2·50	3·19	2·24	2·89	0·78	0·81	0·56	1·05
F.	686	572	334	307	3,792	3,348	3,653	3,581	8·29	7·74	5·57	4·97	5·73	7·80	7·07	9·59
Ontario	21,439	24,003	12,104	13,023	17,195	17,967	13,509	13,345	3·09	4·00	1·85	2·02	2·94	3·03	2·72	1·97
C.	17,003	18,764	9,344	10,487	7,346	7,838	5,286	5,077	3·72	4·50	2·30	2·20	1·94	1·86	0·86	1·22
B.	627	801	378	500	720	944	824	1,110	0·80	0·96	0·50	0·46	0·58	0·66	0·44	0·68
F.	3,809	4,438	2,390	2,039	9,039	9,185	7,399	6,858	8·11	14·74	9·10	11·41	8·37	10·01	9·30	12·67
Manitoba	9,165	11,622	9,426	12,211	2,827	3,970	3,458	4,252	6·61	8·36	7·22	11·01	2·13	3·91	2·63	4·23
C.	3,742	4,262	3,389	4,140	531	541	550	643	6·17	5·48	3·97	6·31	0·80	1·24	0·79	1·07
B.	97	137	72	74	87	215	85	169	0·40	0·53	0·41	0·39	0·26	0·63	0·28	0·55
F.	5,328	7,225	5,965	7,997	2,209	3,214	2,845	3,562	13·96	20·57	21·71	30·08	6·74	13·46	10·08	16·96
Saskatchewan	11,729	13,139	12,696	14,348	2,596	2,906	2,113	1,720	4·34	6·04	6·27	9·45	2·14	3·36	1·88	2·34
C.	4,394	4,363	4,198	4,478	495	597	503	361	3·02	4·57	3·52	6·10	0·77	0·76	0·74	0·92
B.	142	166	93	88	79	42	68	45	0·44	0·45	0·40	0·32	0·19	0·32	0·23	0·33
F.	7,184	8,580	8,405	10,582	1,904	1,661	1,561	1,324	7·76	9·75	13·44	16·57	6·54	7·23	6·61	7·21
Alberta	7,850	9,378	8,294	9,728	1,913	1,969	1,612	1,423	3·80	5·70	5·07	8·07	1·62	2·26	1·47	1·74
C.	3,562	4,238	3,438	4,174	307	359	302	327	3·94	7·03	4·79	8·94	0·56	0·73	0·51	0·91
B.	98	79	52	54	52	52	53	67	0·34	0·30	0·28	0·20	0·17	0·19	0·19	0·27
F.	4,190	5,063	4,804	5,520	1,554	1,658	1,257	1,018	6·07	9·33	11·48	5·14	7·04	5·48	5·23	
British Columbia	9,540	11,712	7,459	8,000	4,213	4,741	1,876	1,649	6·54	8·89	7·51	9·19	2·30	4·34	1·21	1·78
C.	4,667	5,578	5,238	5,964	289	140	273	124	7·32	11·53	9·21	13·21	1·34	0·27	0·37	0·50
B.	283	504	121	67	227	234	172	79	0·71	1·16	0·40	0·20	0·37	0·56	0·31	0·31
F.	4,590	5,630	2,100	1,969	3,697	4,367	1,431	1,446	10·83	14·45	11·81	13·06	8·23	15·48	6·82	9·13
Yukon	370	498	395	454	23	13	14	4	4·23	18·28	18·50	59·65	1·89	2·63	1·63	3·90
C.	334	489	371	453	16	6	10	4	3·98	18·49	19·05		1·46	1·10		
B.	1	—	3	1						0·38	0·70					
F.	35	7	24	1	7	4			4·73	1·44	24·74	1·28	2·44	2·72	4·08	2·68
Northwest Territories	2,165	2,988	1,878	3,029					54·63	85·10	42·38	93·87				
C.	2,082	2,987	1,858	3,029					61·29	89·59	63·39	94·02				
B.	—	—	—	—												
F.	21	1	20	3					8·50	1·02	37·74	18·73				

TABLE 14. Number and percentage illiterate of the population 10 years of age and over, by racial origin, nativity and sex, Canada, 1931 and 1921

B.=Canadian and British born; F.=Foreign born.

Racial Origin	Illiterates 10 Years and over											
	Number						Percentage					
	Both Sexes		Male		Female		Both Sexes		Male		Female	
	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921
ALL RACES¹	272,796	295,983	165,974	176,820	106,822	119,083	3·38	4·49			2·76	3·75
B.	181,104	193,189	116,910	123,633	64,194	72,497	2·58	3·36	3·27	4·13	1·87	2·57
F.	91,692	102,723	49,064	56,157	42,628	46,586	8·63	12·11	7·72	11·28	9·99	13·28
British races	38,781	42,631	24,100	25,680	14,685	16,901	0·88	1·11	1·07	1·50	0·68	0·86
B.	37,849	41,544	23,568	25,018	14,287	16,508	0·89	1·14	1·08	1·54	0·69	0·92
F.	888	987	544	588	538	599	0·44	0·51			0·58	0·44
English	18,515	19,942	11,522	12,348	6,993	7,594	0·83	1·00	1·01	1·22	0·64	0·78
B.	18,058	19,412	11,245	12,038	6,813	7,424	0·84	1·03	1·02	1·25	0·65	0·80
F.	457	530	277	310	180	220	0·56	0·52	0·59	0·59	0·44	0·45
Irish	10,825	12,144	7,174	7,721	3,651	4,423	1·08	1·37	1·39	1·71	0·74	1·02
B.	10,561	11,857	6,998	7,546	3,563	4,311	1·10	1·42	1·42	1·77	0·76	1·05
F.	264	287	176	175	88	112	0·60	0·60	0·78	0·68	0·41	0·50
Scottish	9,182	10,171	5,267	5,419	3,915	4,752	0·83	1·09	0·93	1·13	0·73	1·05
B.	9,034	10,013	5,185	5,321	3,849	4,692	0·84	1·12	0·94	1·16	0·74	1·08
F.	148	158	82	98	66	60	0·42	0·41	0·46	0·47	0·38	0·33
Other	209	224	143	142	66	82	0·72	0·70			0·80	0·68
B.	196	212	134	137	62	75	0·42	0·73	0·51	0·85	0·30	0·47
F.	13	12	9	5	4	7	0·36	0·33	0·44	0·23		
European races	221,565	253,588	132,017	150,667	89,548	99,001	6·19	8·80	7·01	9·85	5·28	7·79
B.	141,508	149,096	82,118	94,057	40,160	54,999	6·15	7·85	6·60	9·05	5·28	6·30
F.	80,857	96,618	50,869	48,610	40,388	44,008	9·90	14·51	7·97	12·53	13·08	17·52
French	133,300	140,964	88,006	90,036	45,294	50,928	6·18	7·96	8·10	10·08	4·23	5·80
B.	130,642	138,243	86,364	88,390	44,278	49,853	6·25	8·18	8·20	10·28	4·27	6·89
F.	2,658	2,721	1,642	1,646	1,016	1,075	3·95	4·19	4·90	4·96	2·97	3·37
Austrian, n.o.s.	3,929	10,129	2,164	9,486	1,765	9,643	10·52	27·47	10·08	23·58	11·05	32·79
B.	242	1,281	126	545	116	736	1·55	6·83	1·51	5·67	1·49	8·06
F.	3,687	17,848	2,038	8,941	1,649	8,907	16·91	35·08	14·95	29·21	20·17	43·03
Belgian	731	877	424	601	307	376	3·40	5·69	3·55	5·83	3·21	5·62
B.	68	43	43	30	25	13	1·11	1·56	1·38	2·18	0·83	0·94
F.	663	834	381	471	282	363	4·32	6·50	4·32	6·53	4·31	6·69
Bulgarian	253	354	149	302	104	52	19·98	23·40	8·52	23·03	18·71	25·74
B.	3	6		3		3		16·67		33·33		14·36
F.	253	348	149	299	104	49	12·33	23·56	9·17	23·20	34·36	
Czech and Slovak	2,098	587	1,455	270	643	317	8·49	9·25	8·47	7·64	8·63	11·29
B.	36	14	21	7	15	7	0·81	0·90	0·92	0·69	0·89	
F.	2,062	573	1,434	263	628	310	10·16	11·94	9·62	9·47	11·97	15·35
Danish	317	234	198	146	119	88	1·16	1·40	1·14	1·56	1·18	1·38
B.	56	36	34	24	22	12	0·75	0·82	0·91	1·08	0·59	0·55
F.	261	198	164	122	97	76	1·31	1·74	1·21	1·71	1·53	1·90
Dutch	2,326	2,026	1,349	1,239	977	787	2·02	2·29	2·29	2·21	2·48	1·79
B.	1,729	1,709	1,003	1,093	636	616	1·96	2·46	2·40	3·06	1·49	1·82
F.	597	317	256	146	341	171	2·20	1·68	1·66	1·38	2·91	2·07
Finnish	2,517	1,711	1,444	930	1,073	781	6·61	10·85	6·46	10·15	6·82	11·81
B.	63	59	39	34	24	25	0·84	2·27	1·02	2·61	0·65	1·85
F.	2,454	1,652	1,405	896	1,049	756	8·08	12·92	7·58	11·40	8·71	14·37
German	9,464	6,958	5,113	3,656	4,351	3,302	2·57	3·15	2·63	3·14	2·51	3·15
B.	3,407	3,111	2,140	1,929	1,267	1,182	1·46	2·18	1·81	2·64	1·10	1·70
F.	6,057	3,847	2,973	1,727	3,084	2,120	4·48	4·90	3·88	3·99	5·25	6·02
Greek	465	454	226	266	239	188	6·71	10·81	4·74	8·02	11·02	21·29
B.	10	9	6	5	4	4	0·59	2·51	0·58	2·56	0·50	2·45
F.	455	445	220	261	235	184	8·67	11·59	5·67	8·36	17·22	25·56
Hebrew	4,955	6,890	1,471	2,330	3,484	4,560	3·81	7·38	2·24	4·89	5·39	9·96
B.	192	153	88	70	104	83	0·39	0·61	0·36	0·57	0·43	0·66
F.	4,763	6,737	1,383	2,260	3,380	4,477	5·85	9·83	3·37	6·40	8·39	13·46

¹Exclusive of Yukon and Northwest Territories, and aborigines.

TABLE 14. Number and percentage illiterate of the population 10 years of age and over, by racial origin, nativity and sex, Canada, 1931 and 1921—Con.

B.=Canadian and British born; F.=Foreign born.

Racial Origin	Illiterates 10 Years and over											
	Number						Percentage					
	Both Sexes		Male		Female		Both Sexes		Male		Female	
	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921	1931	1921
European races—Con.												
Hungarian	2,823	1,055	1,845	482	978	574	8·86	12·09	8·93	10·19	8·71	14·32
B.	45	45	25	20	19	25	2·02	0·82	1·79	1·66	0·92	1·93
F.	2,778	1,015	1,820	463	953	552	9·50	15·85	9·91	11·19	11·09	19·26
Icelandic	172	247	79	105	93	142	1·10	2·01	0·99	1·69	1·22	2·34
B.	30	26	20	14	10	12	0·33	0·49	0·43	0·51	0·23	0·46
F.	142	221	59	91	83	130	2·15	3·16	1·78	2·60	2·51	3·73
Italian	6,580	8,817	3,210	5,241	3,370	3,576	9·14	19·44	7·63	18·03	11·27	21·95
B.	339	238	187	115	152	123	1·29	2·61	1·33	2·57	1·09	2·64
F.	6,241	8,579	3,023	5,126	3,218	3,453	14·22	23·68	10·82	20·84	20·18	29·66
Lithuanian	532	237	323	113	210	124	10·79	18·41	10·25	15·67	11·74	21·91
B.	17	10	10	6	7	4	1·38	3·02	1·68	3·57	1·11	2·45
F.	516	227	313	107	203	120	13·90	23·74	12·25	19·35	17·58	29·78
Norwegian	814	694	474	313	340	381	1·10	1·38	1·08	1·06	1·12	1·83
B.	116	90	63	40	53	50	0·53	1·24	0·57	1·06	0·48	1·41
F.	698	604	411	273	287	331	1·34	1·40	1·25	1·06	1·48	1·92
Polish	13,193	6,928	7,033	3,453	6,160	3,475	11·75	10·57	10·74	17·30	13·16	22·52
B.	1,315	814	768	438	547	376	3·27	7·82	3·80	8·37	2·74	7·27
F.	11,878	6,114	6,265	3,015	5,613	3,099	16·48	24·46	15·84	20·47	20·92	30·21
Roumanian	2,688	2,068	1,441	1,144	1,247	924	12·65	23·75	11·24	20·95	14·73	28·40
B.	124	91	55	40	69	51	1·65	6·50	1·45	5·81	1·85	7·15
F.	2,564	1,977	1,386	1,104	1,178	873	18·61	27·03	15·33	23·13	24·88	34·36
Russian	8,528	13,124	3,750	6,253	4,778	6,871	13·14	19·55	10·31	16·16	16·77	24·17
B.	1,317	1,488	426	527	891	961	4·94	8·06	3·19	5·66	6·70	10·48
F.	7,211	11,636	3,324	5,726	3,887	5,910	18·87	23·92	14·44	19·49	25·58	30·67
Swedish	815	1,100	497	600	318	500	1·23	2·34	1·23	2·12	1·24	2·68
B.	128	81	73	55	55	26	0·61	0·92	0·66	1·25	0·53	0·60
F.	687	1,019	424	545	263	474	1·52	2·67	1·42	2·28	1·71	3·32
Ukrainian	23,453	20,561	10,269	9,381	13,194	11,180	13·94	30·39	10·89	24·51	17·82	38·05
B.	1,366	1,475	541	650	825	820	1·82	7·65	1·42	6·57	2·22	8·80
F.	22,097	19,086	9,728	8,720	12,369	10,360	23·72	39·46	17·29	30·83	33·04	51·65
Yugoslavic	1,403	552	982	370	421	182	10·48	19·60	9·51	18·72	13·74	21·88
B.	18	8	4	3	14	5	1·43	1·93	0·80	1·40	2·35	2·49
F.	1,385	544	978	367	407	177	11·42	22·72	10·13	20·82	16·50	26·05
Other	198	100	115	50	83	50	4·00	1·01	4·00	0·90	3·93	1·15
B.	48	30	27	15	21	15	2·20	0·56	2·30	0·55	2·02	0·58
F.	150	70	88	35	62	35	5·43	1·52	5·20	1·24	5·79	1·97
Asiatic races	10,986	14,688	8,968	12,648	1,964	2,035	15·82	26·65	15·54	30·44	15·87	27·85
B.	581	708	503	638	78	70	5·14	5·51	5·57	5·81	2·15	3·52
F.	10,405	14,575	8,959	18,560	1,886	1,986	17·72	29·10	16·76	37·85	24·19	55·96
Chinese	7,627	11,409	7,257	10,962	370	447	17·40	30·39	17·41	30·37	12·21	30·93
B.	78	49	50	33	28	16	2·83	4·61	3·08	4·99	2·47	3·98
F.	7,549	11,360	7,207	10,929	342	431	18·37	31·15	17·99	30·85	33·60	41·32
Japanese	1,849	2,353	964	1,308	885	1,045	11·20	19·55	9·34	15·38	14·33	29·63
B.	55	27	33	11	22	16	1·20	4·27	1·26	3·12	1·11	5·73
F.	1,794	2,326	931	1,297	863	1,029	15·07	20·40	12·07	15·91	20·57	41·60
Other	1,450	921	741	378	709	543	13·23	16·33	11·53	11·68	15·63	23·25
B.	388	32	310	14	78	18	7·40	2·94	10·06	1·77	3·41	7·30
F.	1,062	889	431	364	631	525	18·57	22·22	12·90	14·88	26·53	33·78
Negro	1,229	1,290	726	683	503	517	8·13	8·41	9·05	8·99	7·10	7·75
B.	1,157	1,073	689	613	468	460	8·97	9·56	10·22	10·50	7·59	8·59
F.	72	127	37	70	35	57	3·26	4·17	2·88	4·05	3·78	4·31
Various	45	556	6	135	18	111	8·33	18·76	8·91	23·17	7·69	8·42
B.	12	256	6	135	6	99	20·3	96	23·06	3·93	30·95	4·00
F.	33	300	21	209	12	91	13·92	13·95	14·00	14·09	13·79	13·62
Unspecified	300	965	130	447	164	518	4·97	5·06	5·28	4·64	4·73	5·48
B.	257	843	112	377	145	466	4·98	5·10	5·28	4·52	4·79	5·52
F.	43	122	24	70	19	52	4·99	4·92	5·28	5·46	3·97	4·34

TABLE 15. Number and percentage illiterate of the population 10 years of age and over, by birth-place, Canada¹, 1931 and foreign-born illiterates of corresponding racial origin, Canada¹, 1931 and 1921

Birthplace¹	Illiterates 10 Years and over 1931		Birthplace¹	Illiterates 10 Years and over 1931	
	No.	P.C.		No.	P.C.
TOTAL	394,513	3·73	British Isles	4,470	0·40
British born	212,515	2·99	England	2,786	0·39
Canada⁵	206,917	3·47	Ireland	812	0·78
Prince Edward Island	2,001	2·46	Scotland	780	0·29
Nova Scotia	15,059	3·78	Wales	50	0·23
New Brunswick	20,280	6·09	Lesser Isles	42	0·79
Quebec	101,020	5·05	British Possessions	1,714	3·93
Ontario	34,553	1·60	Australia	22	0·65
Manitoba	8,055	2·49	India	360	7·95
Saskatchewan	8,530	2·92	Newfoundland	1,201	4·71
Alberta	6,758	3·54	New Zealand	9	0·67
British Columbia	9,328	6·19	South Africa	3	0·14
Yukon	1	0·30	West Indies	47	1·06
Northwest Territories	56	18·67	Other	72	3·29
Not stated	274	4·54			

Birthplace¹	Illiterates 10 Years and over 1931		Foreign-born Illiterates 10 Years and over of Corresponding Racial Origin				
			No.		P.C.		
	No.	P.C.	1931	1921	1931	1921	
Foreign born	91,998	8·65					
Europe	77,261	11·31	80,857	90,612	9·60	14·81	
Austria	6,763	18·41	3,687	17,848	16·91	35·08	
Belgium	716	4·42	663	934	4·32	6·59	
Bulgaria	156	10·87	253	348	12·33	23·56	
Czechoslovakia	2,136	10·14	2,062	573	10·16	11·94	
Denmark	253	1·55	261	198	1·31	1·74	
Finland	2,428	8·23	2,454	1,552	8·03	12·59	
France	475	2·90	2,658	2,721	3·95	4·19	
Germany	1,499	4·02	6,057	3,847	4·48	4·90	
Greece	539	9·75	455	445	8·67	11·59	
Holland	200	1·99	597	317	2·20	1·68	
Hungary	2,666	10·33	2,778	1,015	10·53	15·73	
Ireland	137	2·40	142	221	2·15	3·16	
Italy	6,174	14·87	6,241	8,579	14·22	23·68	
Lithuania	637	11·92	516	227	13·90	23·74	
Norway	615	1·94	698	604	1·34	1·40	
Poland	27,300	16·88	11,878	6,114	16·48	24·46	
Roumania	7,198	18·48	2,564	1,077	18·61	27·03	
Russia	11,964	10·90	7,211	11,636	18·87	23·92	
Spain	26	5·01	*	*	*	*	
Sweden	609	1·80	687	1,019	1·52	2·07	
Switzerland	106	1·78	*	*	*	*	
Ukraine	2,805	21·37	22,097	19,086	23·72	39·46	
Yugoslavia	1,713	10·87	1,385	544	11·42	22·72	
Other	144	5·22	4,913	6,807	5·84	9·31	
Asia	10,448	17·95	10,405	14,575	17·72	28·10	
Armenia	132	21·28	*	*	*	*	
China	7,550	18·03	7,549	11,360	18·37	31·15	
Japan	1,794	14·80	1,794	2,326	15·07	20·40	
Syria	774	19·92	²	²	²	²	
Turkey	115	12·76	²	²	²	²	
Other	76	10·01	1,062	889	18·57	22·22	
South America	29	2·44	⁴	⁴			
United States	4,164	1·31	⁴	⁴			
Other countries	102	6·51	105	427	—	—	
At sea	14	2·07	—	—	—	—	
Not stated³	—	—	43	122	4·99	4·92	

¹It would be desirable to show comparable birthplaces for 1931 and 1921 but data are not available by birthplace for 1921; consequently, the immigrants of the race corresponding to the birthplace are compared for the two census years and approximate the illiteracy of the country of birth.

²Included in "Other" Asia.

³Included in "Other" countries.

⁴Included in "Other" Europe.

⁵Exclusive of Yukon and Northwest Territories.

TABLE 16. Number and percentage illiterate of the population 10 years of age and over, Canada, by counties or census divisions, 1931 and 1921

Number on Map	County or Census Division	Illiterates 10 Years and over			
		1931 No.	1931 P.C.	1921 No.	1921 P.C.
	CANADA	309,396	3·79	340,895	5·10
	Prince Edward Island	1,835	2·65	2,124	3·07
1	Kings	402	2·68	538	3·36
2	Prince	919	3·77	1,019	4·24
3	Queens	514	1·72	567	1·94
	Nova Scotia	17,130	4·26	20,626	5·11
1	Annapolis	306	2·31	305	2·11
2	Antigonish	310	4·99	835	9·09
3	Cape Breton	3,034	4·37	3,523	5·54
4	Colchester	356	1·79	282	1·27
5	Cumberland	799	2·77	962	3·05
6	Digby	1,114	7·71	1,645	10·68
7	Guysborough	1,078	8·85	1,174	9·83
8	Halifax	2,556	3·23	2,389	3·14
9	Hants	297	1·98	322	2·12
10	Inverness	1,492	9·09	1,851	10·23
11	Kings	559	2·91	437	2·36
12	Lunenburg	1,053	4·15	1,536	5·85
13	Pictou	569	1·81	671	2·11
14	Queens	453	5·38	533	6·68
15	Richmond	1,235	14·29	1,741	18·10
16	Shelburne	308	3·16	342	3·29
17	Victoria	453	7·09	701	10·68
18	Yarmouth	1,067	6·52	1,405	8·19
	New Brunswick	21,440	6·91	23,217	7·61
1	Albert	209	3·46	182	2·71
2	Carleton	258	1·59	266	1·62
3	Charlotte	183	1·06	218	1·28
4	Gloucester	5,514	18·79	5,817	21·53
5	Kent	2,241	13·14	3,074	17·83
6	Kings	269	1·67	299	1·85
7	Madawaska	3,298	19·37	2,900	20·92
8	Northumberland	2,075	8·16	2,630	9·24
9	Queens	155	1·79	241	2·65
10	Restigouche	2,641	12·50	2,197	13·87
11	St. John	912	1·82	1,045	2·15
12	Sunbury	183	3·44	224	4·75
13	Victoria	688	6·42	878	9·06
14	Westmorland	2,423	5·46	2,467	5·96
15	York	393	1·52	439	1·75
	Quebec	163,212	4·76	167,542	6·20
1	Abitibi	1,193	7·52	—	—
2	Argenteuil	994	6·63	1,217	9·49
3	Arthabaska	948	4·79	849	4·83
4	Bagot	583	4·64	645	4·95
5	Beauce	828	5·29	1,470	9·37
6	Beauharnois	840	4·25	689	4·01
7	Bellechasse	1,268	8·19	1,263	8·36
8	Berthier	1,147	7·83	1,380	9·24
9	Bonaventure	2,086	9·11	2,301	11·12
10	Brome	467	4·71	559	5·42
11	Chambly	578	2·75	499	3·01
12	Champlain	2,104	5·46	2,052	7·10
13	Charlevoix	1,667	10·29	1,596	10·96
14	Chateauguay	599	5·82	734	7·35
15	Chicoutimi	2,341	6·32	1,491	5·88
16	Compton	828	5·00	1,021	6·65
17	Deux-Montagnes	670	5·10	831	7·77
18	Dorchester	1,054	5·36	1,183	6·44
19	Drummond	894	4·63	877	6·14
20	Frontenac	1,229	7·07	1,271	7·90
21	Gaspé	4,225	13·23	4,739	16·99
22	Hull	4,867	10·41	5,141	12·97
23	Huntingdon	957	9·89	1,290	11·88
24	Iberville	241	3·36	279	3·97
25	Joliette	1,479	7·50	1,873	10·01
26	Kamouraska	1,137	6·48	1,018	6·60
27	Labelle	2,088	14·92	5,016	15·57
28	Lac-St-Jean	1,906	5·75	1,353	5·68
29	Laprairie	599	5·59	658	10·65
30	L'Assomption	843	7·28	639	5·91
31	Lévis	747	2·83	974	4·04
32	L'Islet	813	5·88	743	5·94
33	Lotbinière	945	5·70	603	3·14
34	Maskinongé	706	6·04	1,149	9·86
35	Matane	1,571	6·44	1,900	2·97
36	Mégantic	1,575	6·67	1,631	6·91
37	Missisquoi	546	3·55	702	5·23
38	Montcalm	572	8·26	1,080	10·57
39	Montmagny	1,018	6·95	1,245	8·02
40	Montmorency	672	5·52	594	6·00

TABLE 16.   Number and percentage illiterate of the population 10 years of age and over, Canada, by counties or census divisions, 1931 and 1921—Con.

Number on Map	County or Census Division	Illiterates 10 Years and over			
		1931		1921	
		No.	P.C.	No.	P.C.
	Quebec—Con.				
43	Montreal and Jesus Islands	18,699	2·29	19,966	3·49
44	Napierville	312	5·45	468	8·00
45	Nicolet	854	4·26	1,102	5·09
46	Papineau	2,715	12·58		
47	Pontiac	2,210	13·58	2,071	13·97
49	Portneuf	1,214	4·48	1,245	5·30
50	Quebec	4,367	3·35	3,452	3·70
51	Richelieu	909	5·77	979	6·70
52	Richmond	856	4·68	998	5·86
53	Rimouski	1,489	6·43	1,524	8·23
54	Rouville	380	3·61	493	4·83
55	Saguenay	2,004	19·35	2,491	20·16
56	Shefford	1,086	5·09	1,163	6·12
57	Sherbrooke	1,219	4·17	1,305	5·37
58	Soulanges	311	4·55	391	5·29
59	Stanstead	868	4·47	936	5·21
60	St-Hyacinthe	915	4·47	894	5·00
61	St-Jean	570	4·20	544	4·93
62	St-Maurice	2,229	4·48	2,623	7·12
63	Témiscamingue	957	6·51	1,830	10·12
64	Témiscouata	2,350	6·74	2,337	8·81
65	Terrebonne	1,992	6·90	2,455	9·99
66	Vaudreuil	498	5·38	491	5·09
67	Verchères	465	4·85	469	5·08
68	Wolfe	629	5·32	776	6·19
69	Yamaska	687	5·58	917	7·00
	Ontario	64,157	2·30	68,935	2·96
1	Addington	133	2·42	222	3·87
2	Algoma	1,815	5·00	2,528	7·41
3	Brant	929	2·10	1,160	2·75
4	Bruce	498	1·43	569	1·60
5	Carleton	3,126	2·29	3,646	3·11
6	Cochrane	2,837	6·57	-	-
7	Dufferin	150	1·21	159	1·26
8	Dundas	215	1·64	255	1·83
9	Durham	228	1·06	229	1·14
10	Elgin	349	0·99	331	0·90
11	Essex	3,127	2·51	2,646	3·32
12	Frontenac	945	2·50	865	2·40
13	Glengarry	1,151	7·91	1,575	10·06
14	Grenville	210	1·53	262	1·89
15	Grey	686	1·46	682	1·43
16	Haldimand	317	1·80	324	1·88
17	Haliburton	149	3·00	188	4·01
18	Halton	132	0·60	213	1·06
19	Hastings	1,599	3·42	1,600	3·75
20	Huron	292	0·78	430	1·11
21	Kenora	1,339	7·81	2,121	14·58
22	Kent	1,149	2·28	1,638	3·53
23	Lambton	572	1·28	549	1·29
24	Lanark	424	1·57	534	2·01
25	Leeds	467	1·60	581	2·02
26	Lennox	205	3·05	151	1·50
27	Lincoln	966	2·17	746	1·91
28	Manitoulin	568	6·81	798	10·03
29	Middlesex	1,002	1·01	955	1·08
30	Muskoka	560	3·42	571	3·79
31	Nipissing	2,353	7·83	2,711	11·05
32	Norfolk	468	1·84	445	2·07
33	Northumberland	389	1·50	411	1·61
34	Ontario	625	1·29	715	1·91
35	Oxford	349	0·88	262	0·69
36	Parry Sound	572	4·37	1,097	9·45
37	Peel	221	0·95	170	0·83
38	Perth	359	0·83	392	0·96
39	Peterborough	401	1·12	601	1·79
40	Prescott	1,882	10·23	2,187	11·34
41	Prince Edward	190	1·38	172	1·25
42	Rainy River	708	5·27	779	7·85
43	Renfrew	2,648	6·52	2,728	6·97
44	Russell	1,528	8·31	1,421	9·58
45	Simcoe	2,389	3·49	3,030	4·56
46	Stormont	1,626	6·46	1,351	5·70
47	Sudbury	3,155	7·21	3,246	10·62
48	Thunder Bay	3,194	6·12	3,625	9·92
49	Timiskaming	894	3·10	792	7·54
50	Victoria	202	0·94	274	1·22
51	Waterloo	397	1·23	799	1·55
52	Welland	1,198	1·81	2,168	4·14
53	Wellington	418	0·87	488	1·11
54	Wentworth	2,355	1·51	2,328	1·90
55	York	8,260	1·16	8,143	1·57
56	District of Patricia	596	20·02	-	-

TABLE 16.   Number and percentage illiterate of the population 10 years of age and over, Canada, by counties or census divisions, 1931 and 1921—Con.

County or Census Division	Illiterates 10 Years and over			
	1931		1921	
	No.	P.C.	No.	P.C.
Manitoba	**24,876**	**4·46**	**32,055**	**7·09**
Division No. 1	1,370	7·75	1,696	12·08
Division No. 2	1,102	3·95	1,249	4·74
Division No. 3	354	1·69	431	2·35
Division No. 4	181	1·23	180	1·36
Division No. 5	2,623	7·39	3,932	17·18
Division No. 6	5,263	2·23	6,490	3·54
Division No. 7	905	2·98	1,411	5·27
Division No. 8	310	1·91	361	2·40
Division No. 9	1,087	3·02	1,192	4·13
Division No. 10	788	5·63	941	6·58
Division No. 11	694	3·14	1,164	5·76
Division No. 12	2,005	10·72	2,801	14·74
Division No. 13	2,088	11·22	2,463	13·44
Division No. 14	1,976	10·12	2,507	15·13
Division No. 15	452	6·04	415	5·40
Division No. 16	3,773	16·20	4,772	33·58
Saskatchewan	**29,097**	**4·13**	**31,817**	**5·92**
Division No. 1	816	2·52	596	2·32
Division No. 2	1,034	3·12	618	2·37
Division No. 3	892	2·57	919	3·44
Division No. 4	403	1·87	310	1·87
Division No. 5	1,588	3·86	2,381	6·17
Division No. 6	2,141	2·47	2,303	3·49
Division No. 7	832	1·73	787	1·81
Division No. 8	1,004	2·69	1,095	3·48
Division No. 9	5,453	11·99	8,122	20·99
Division No. 10	1,994	6·35	2,224	9·02
Division No. 11	999	1·43	1,078	2·16
Division No. 12	931	2·92	870	3·39
Division No. 13	755	2·36	734	2·93
Division No. 14	1,404	4·08	1,236	7·12
Division No. 15	3,050	4·94	3,615	7·62
Division No. 16	2,328	6·29	2,409	10·38
Division No. 17	1,150	5·55	811	6·29
Division No. 18	2,284	51·96	1,778	58·26
Alberta	**19,669**	**3·44**	**22,457**	**5·18**
Division No. 1	519	2·28	552	2·49
Division No. 2	1,281	2·86	1,571	4·56
Division No. 3	215	1·85	359	2·83
Division No. 4	330	1·42	146	0·83
Division No. 5	410	2·01	531	2·74
Division No. 6	2,157	1·87	2,068	2·45
Division No. 7	357	1·21	387	1·45
Division No. 8	1,303	2·72	1,155	2·75
Division No. 9	522	2·73	267	2·00
Division No. 10	3,220	7·42	4,772	15·06
Division No. 11	2,492	2·49	2,813	3·97
Division No. 12	222	2·10	165	2·42
Division No. 13	2,141	12·03	2,041	18·87
Division No. 14	1,729	5·91	2,326	15·20
Division No. 15	791	7·84	909	10·21
Division No. 16	1,074	5·13	570	6·14
Division No. 17	907	21·95	1,845	49·04
British Columbia	**23,088**	**3·96**	**26,102**	**6·21**
Yukon	**802**	**22·64**	**969**	**26·82**
Northwest Territories	**4,081**	**58·13**	**6,017**	**89·30**

TABLE 17. Number and percentage illiterate of the population 10 years of age and over (a) Canadian-born, (b) total, by sex, cities of 30,000 and over, 1931 and 1921

City	Canadian Born 1931 No.	P.C.	Canadian Born 1921 No.	P.C.	Total 1931 Males No.	P.C.	Total 1931 Females No.	P.C.	Total 1921 Males No.	P.C.	Total 1921 Females No.	P.C.
Brantford, Ont.	120	0·74	109	0·75	234	1·94	223	1·72	367	3·22	266	2·19
Calgary, Alta.	44	0·13	30	0·15	489	1·33	249	0·74	444	1·81	312	1·28
Edmonton, Alta.	85	0·26	123	0·42	423	1·29	485	1·50	530	2·37	405	1·82
Halifax, N.S.	770	1·93	613	1·62	588	2·58	532	2·13	483	2·15	471	1·96
Hamilton, Ont.	259	0·37	223	0·46	1,105	1·74	941	1·46	1,064	2·38	873	1·87
Kitchener, Ont.	83	0·45	78	0·59	151	1·24	146	1·14	171	2·00	179	2·02
London, Ont.	191	0·45	189	0·55	307	1·09	220	0·69	307	1·29	215	0·80
Montreal, Que.	9,542	1·86	10,795	2·94	8,337	2·58	7,438	2·25	8,446	3·65	8,773	3·55
Ottawa, Ont.	1,575	1·85	1,643	2·40	1,076	2·25	1,009	1·78	1,211	3·09	1,106	2·37
Quebec, Que.	2,464	2·54	2,259	3·26	1,387	3·01	1,153	2·13	1,384	3·62	1,722	2·98
Regina, Sask.	43	0·18	72	0·59	357	1·65	369	1·71	163	1·17	222	1·73
Saint John, N.B.	399	1·16	326	0·97	290	1·59	221	1·08	272	1·58	245	1·21
Saskatoon, Sask.	56	0·29	21	0·34	117	0·65	136	0·78	130	1·37	78	0·80
Toronto, Ont.	763	0·25	891	0·38	3,283	1·28	3,480	1·25	3,579	1·77	3,571	1·60
Trois-Rivières, Que.	873	3·54	1,156	7·33	563	4·46	338	2·51	706	8·59	478	5·53
Vancouver, B.C.	208	0·22	116	0·30	2,380	2·00	1,083	1·10	2,590	4·96	860	1·90
Verdun, Que.	390	1·32	176	1·64	274	1·19	214	0·90	109	1·40	130	1·38
Victoria, B.C.	51	0·33	30	0·25	264	1·48	106	0·64	414	2·45	143	0·93
Windsor, Ont.	214	0·70	193	0·94	425	1·64	474	1·93	268	1·70	208	1·41
Winnipeg, Man.	283	0·31	181	0·32	1,586	1·71	2,102	2·27	2,226	3·18	2,713	3·89

TABLE 18. Immigrant arrivals 10 years of age and over, by quinquennial age groups and year of immigration, and percentages illiterate, by quinquennial age groups, in the population as a whole, with expected number illiterate in each age group of those arriving in each year, Canada, 1931

Age Group	P.C.† Illiterate in All Classes	No. Arriving in 1926-31	1921-25	1911-20	1901-10	Before 1901	Expected No. Illiterate of Those Arriving in 1926-31	1921-25	1911-20	1901-10	Before 1901
TOTAL	3·79	491,677	266,419	671,992	626,972	257,923	13,560	8,901	27,007	30,356	18,566
10-14	1·12	28,108	23,939	16,354	–	–	315	268	183	–	–
15-19	1·57	36,473	21,620	36,869	–	–	573	339	579	–	–
20-24	2·27	71,078	30,088	69,227	24,194	–	1,613	683	1,571	549	–
25-29	3·09	92,644	43,582	60,303	59,415	–	2,279	1,316	1,800	1,782	–
30-34	3·29	68,839	45,340	75,432	60,616	7,343	3,298	1,590	2,482	1,994	242
35-39	3·67	41,076	34,848	109,140	66,713	17,212	1,507	1,279	4,005	2,448	632
40-44	4·05	24,290	23,187	103,472	94,792	22,170	984	939	4,311	3,839	898
45-49	4·67	15,454	15,333	77,009	110,165	28,570	722	717	3,610	5,145	1,334
50-54	5·25	9,441	9,829	49,948	86,353	33,955	496	516	2,622	4,534	1,783
55-59	6·53	5,402	5,880	29,616	51,737	33,706	353	384	1,934	3,378	2,201
60-64	7·39	3,411	3,965	19,103	32,105	34,941	252	293	1,416	2,373	2,582
65-69	9·04	2,249	2,774	12,313	19,825	29,006	203	251	1,113	1,792	2,622
70-74	11·03	1,294	1,535	7,254	12,098	22,272	143	169	800	1,334	2,457
75-79	12·51	577	761	3,665	5,866	14,303	72	99	425	734	1,789
80-84	13·76	334	266	1,256	2,210	8,398	32	37	173	305	1,156
85 and over	16·91	107	124	440	879	5,147	18	21	74	149	870
Expected percentage illiterate		3·08	3·34	4·02	4·84	7·22					
Index (correction factor)		1·000	1·084	1·305	1·571	2·344					
Crude percentage illiterate		5·51	2·91	3·42	4·57	6·38					
Percentage illiterate corrected for age		5·51	2·68	2·62	2·91	2·72					

†Age not stated divided proportionately between age groups.

TABLE 19. Families with and without children and number, and number per family of children, by kind and age group, and other dependents, in families with two married heads, by literacy of heads, Canada¹, 1931

Item	In Families with Two Married Heads							
	Number in Class				Number per Family in Class			
	Both Literate	Wife Illiterate	Husband Illiterate	Both Illiterate	Both Literate	Wife Illiterate	Husband Illiterate	Both Illiterate
Families without own children	416,856	6,462	10,637	10,993	0·24	0·20	0·21	0·28
Families with own children	1,319,569	25,502	38,999	28,041	0·76	0·80	0·79	0·72
Own children	3,950,741	95,002	155,278	97,229	2·28	2·97	3·15	2·49
Under 7 years	1,333,354	28,094	46,001	26,039	0·77	0·88	0·93	0·67
7–14 years	1,414,960	35,453	55,923	34,115	0·81	1·11	1·13	0·87
15 years and over	1,202,427	31,455	54,434	37,075	0·69	0·98	1·10	0·95
Guardianship children	53,335	1,571	3,243	2,179	0·031	0·049	0·065	0·059
Under 7 years	12,994	481	888	780	0·007	0·015	0·018	0·020
7–14 years	24,041	683	1,569	1,259	0·014	0·021	0·032	0·032
15 years and over	16,300	407	786	640	0·009	0·013	0·016	0·018
Other dependents	61,784	969	1,777	1,103	0·036	0·030	0·036	0·028

¹Nine provinces only.

TABLE 20. Families with and without dependents and number, and number per family of children, by kind and age group, and other dependents, in families with one head only, by marital status, literacy and sex of head, Canada¹, 1931

Item	In Families with Male Head				In Families with Female Head			
	Number in Class		Number per Family in Class		Number in Class		Number per Family in Class	
	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate
One married head—								
Families without dependents	31,528	2,869	0·64	0·71	6,917	348	0·14	0·18
Families with dependents	18,062	1,198	0·36	0·29	40,822	1,569	0·86	0·82
Own children	35,050	2,530	0·71	0·62	87,993	4,126	1·84	2·15
Under 7 years	4,688	337	0·095	0·083	23,229	898	0·49	0·46
7–14 years	10,829	741	0·22	0·18	28,866	1,328	0·60	0·69
15 years and over	19,538	1,458	0·39	0·36	35,898	1,912	0·75	1·00
Guardianship children	783	79	0·016	0·019	1,478	123	0·031	0·065
Under 7 years	176	20	0·004	0·005	428	41	0·009	0·021
7–14 years	313	35	0·006	0·009	630	59	0·013	0·031
15 years and over	294	24	0·006	0·006	370	23	0·008	0·013
Other dependents	2,557	¹103	0·052	0·025	1,110	35	0·023	0·018
Widowed head—								
Families without dependents	29,290	3,103	0·35	0·38	45,540	2,940	0·25	0·27
Families with dependents	55,079	5,140	0·65	0·62	134,566	7,967	0·75	0·73
Own children	120,050	12,395	1·49	1·50	290,849	17,754	1·60	1·68
Under 7 years	9,835	953	0·12	0·12	18,052	1,268	0·099	0·12
7–14 years	33,649	3,152	0·40	0·38	61,091	3,803	0·34	0·35
15 years and over	82,566	8,290	0·98	1·01	211,997	12,685	1·16	1·16
Guardianship children	2,764	502	0·033	0·061	9,169	1,113	0·052	0·10
Under 7 years	530	146	0·006	0·018	1,792	269	0·010	0·025
7–14 years	1,092	199	0·013	0·024	4,457	525	0·024	0·048
15 years and over	1,142	157	0·014	0·019	3,261	319	0·018	0·029
Other dependents	5,551	340	0·066	0·041	6,168	215	0·034	0·020
Divorced head—								
Families without dependents	1,993	35	0·63	0·65	472	11	0·22	0·17
Families with dependents	714	19	0·37	0·55	1,646	55	0·78	0·83
Own children	1,108	32	0·58	0·59	3,019	117	1·43	1·77
Under 7 years	118	8	0·062	0·11	536	23	0·25	0·35
7–14 years	456	10	0·24	0·19	1,211	48	0·57	0·73
15 years and over	534	16	0·28	0·30	1,272	46	0·60	0·70
Guardianship children	26	–	0·014	–	38	1	0·014	0·015
Under 7 years	8	–	0·004	–	9	1	0·004	0·015
7–14 years	6	–	0·004	–	16	–	0·008	–
15 years and over	12	–	0·006	–	5	–	0·003	–
Other dependents	95	1	0·050	0·019	64	3	0·030	0·045
Single head—								
Families without dependents	108,037	4,173	0·87	0·88	33,509	347	0·83	0·72
Families with dependents	15,696	578	0·13	0·12	6,700	132	0·17	0·28
Own children	17	1	0·0001	0·0002	598	84	0·015	0·18
Under 7 years	4	1	–	0·0002	419	49	0·010	0·10
7–14 years	6	–	–	–	99	21	0·002	0·044
15 years and over	7	–	–	–	80	14	0·002	0·030
Guardianship children	3,950	212	0·032	0·045	2,652	46	0·066	0·096
Under 7 years	877	32	0·002	0·007	207	7	0·005	0·015
7–14 years	1,038	101	0·013	0·021	1,130	27	0·028	0·056
15 years and over	2,035	79	0·016	0·017	1,315	16	0·033	0·033
Other dependents	16,863	594	0·14	0·13	17,671	51	0·13	0·11

¹Nine provinces only.

TABLE 21. Number and percentage illiterate of own children, by age groups and marital status and literacy of head of family, Canada¹, 1931

	Own Children in Age Group											
	7-14 Years						15 Years and over					
Marital Status of Head	Total		Illiterate				Total		Illiterate			
			No.		P.C.				No.		P.C.	
	Liter-ate Head	Illit-erate Head	Liter-ate Head	Illit-erate Head	Liter-ate Head	Illit-erate Head	Liter-ate Head	Illit-erate Head	Liter-ate Head	Illit-erate Head	Liter-ate Head	Illit-erate Head
TOTAL	1,551,764	134,594	32,334	16,762	2·09	12·45	1,553,426	147,385	8,000	16,598	0·51	11·26
Two married heads—												
Both literate	1,414,960	–	29,726	–	2·10	–	1,202,427	–	5,200	–	0·43	–
Wife illiterate	–	35,453	–	3,276	–	9·24	–	31,455	–	1,918	–	6·10
Husband illiterate	–	55,923	–	5,170	–	9·24	–	54,434	–	3,677	–	6·75
Both illiterate	–	54,115	–	6,963	–	20·41	–	37,075	–	7,135	–	19·24
One head only—												
Married male	10,828	741	283	142	2·61	19·16	19,536	1,458	134	262	0·69	17·97
Married female	28,860	1,328	643	181	2·23	13·63	35,898	1,912	208	254	0·58	13·28
Widowed male	33,649	3,152	700	463	2·08	14·69	82,566	8,290	713	1,302	0·86	15·71
Widowed female	61,691	3,808	997	553	1·62	14·54	211,097	12,685	1,729	2,044	0·82	16·11
Divorced male	456	10	6	–	1·32	–	534	18	4	3	0·75	18·75
Divorced female	1,211	48	28	5	2·31	10·42	1,272	46	4	3	0·31	6·52
Single male	6	–	–	–	–	–	7	–	–	–	–	–
Single female	99	21	11	9	11·11	42·86	89	14	2	–	2·25	–

¹Nine provinces only.

TABLE 22. Number of families in each tenancy class, by marital status and literacy of heads, for urban families, Canada¹, 1931

	Urban Families in Tenancy Class Having									
	Literate Head					Illiterate Head				
Marital Status of Head	Total	Owner	First Tenant	Sub and Free Tenant	Not Stated	Total	Owner	First Tenant	Sub and Free Tenant	Not Stated
TOTAL	1,282,886	545,685	612,294	124,543	38	50,693	22,674	23,737	4,873	3
Two married heads—										
Both literate	992,734	425,990	480,136	86,400	10	–	–	–	–	–
Wife illiterate	–	–	–	–	–	12,809	5,699	6,067	1,042	–
Husband illiterate	–	–	–	–	–	16,811	7,450	8,242	1,119	–
Both illiterate	–	–	–	–	–	11,055	4,866	4,871	1,343	–
One head only—										
Married male	25,343	7,902	13,888	3,541	7	1,707	466	1,066	174	1
Married female	31,186	7,157	13,519	10,490	3	839	251	389	199	–
Widowed male	40,553	21,060	13,889	5,595	1	2,136	1,134	675	327	–
Widowed female	123,146	58,851	49,679	14,553	5	4,135	1,763	1,778	593	1
Divorced male	854	254	460	140	–	14	4	4	4	–
Divorced female	1,627	324	802	500	–	33	8	12	13	–
Single male	35,698	13,077	21,652	1,896	10	950	356	554	39	1
Single female	31,745	11,990	18,169	1,538	2	174	75	79	20	–

¹Nine provinces only.

TABLE 23.　Percentage each tenancy class forms of marital class, by literacy status of heads, for urban families, Canada¹, 1931

Marital Status of Head	Owner		First Tenant		Sub and Free Tenant		Not Stated	
	Literate Head	Illiterate Head	Literate Head	Illiterate Head	Literate Head	Illiterate Head	Literate Head	Illiterate Head
	p.c.	p.c.	p.c.	p.c.	p.c.	p.c.	p.c.	p.c.
TOTAL	43·5	43·5	47·7	46·8	9·7	9·6	0·063	0·006
Two married heads—								
Both literate	42·9	–	48·4	–	8·7	–	0·001	–
Wife illiterate	–	44·5	–	47·4	–	8·1	–	–
Husband illiterate	–	44·3	–	49·0	–	6·7	–	–
Both illiterate	–	43·9	–	43·9	–	12·1	–	–
One head only—								
Married male	31·2	27·3	54·8	62·4	14·0	10·2	0·028	0·059
Married female	22·9	29·0	43·7	46·4	33·3	23·7	0·010	–
Widowed male	51·9	53·1	34·2	31·0	13·8	15·3	0·002	–
Widowed female	47·8	42·6	40·3	43·9	11·8	14·3	0·004	0·024
Divorced male	29·7	42·9	43·9	28·6	16·4	28·6	–	–
Divorced female	19·9	24·2	49·3	36·4	30·7	39·4	–	–
Single male	33·8	37·5	60·7	58·3	5·3	4·1	0·028	0·11
Single female	37·8	43·1	57·2	45·4	4·8	11·5	0·006	–

¹Nine provinces only.

TABLE 24.　Number and percentage illiterate of the married wage-earner heads of families living with wives, by various occupation groups, and showing average yearly earnings of heads, arranged in ascending order of percentage illiterate, Canada², 1931

Occupation Group³	Married Wage-Earner Heads of Families Living with Wives			Average Yearly Earnings of Heads in Occupation
	Engaged in Occupation	Illiterate No.	Illiterate P.C.	$
TOTAL	760,186	36,146	4·75	931
Printing, publishing, and bookbinding	9,956	5	0·05	1,673
Warehousing and storage	15,356	28	0·18	1,144
"Other" finance, insurance	1,412	3	0·22	1,871
"Other" transportation	14,716	38	0·26	1,413
Electrical apparatus (Mfg.)	1,920	7	0·36	1,187
Precious metals and electroplate (Mfg.)	1,770	7	0·40	1,258
"Other" commercial	7,785	39	0·50	1,956
Recreational service⁴	2,444	21	0·86	1,956
Animal foods	7,911	9	1·15	1,028
"Other" unspecified	483	6	1·24	1,131
Chemical and allied products (Mfg.)	1,740	22	1·26	1,291
Miscellaneous products (Mfg.)	1,402	18	1·28	1,014
Vegetable foods (Mfg.)	6,595	94	1·43	1,064
Metal products other than precious or electroplate (Mfg.)	83,587	1,294	1·51	1,053
Rubber products (Mfg.)	3,249	52	1·60	844
Railway transportation	53,917	898	1·67	1,515
Electric light and power (including stationary enginemen)	22,113	393	1·78	1,194
Furs and fur goods (Mfg.)	1,069	22	2·06	1,192
Personal service	42,008	868	2·07	972
Wood products (Mfg.)	13,922	289	2·08	870
Textile goods and wearing apparel (Mfg.)	9,179	201	2·19	1,000
Textiles	41,951	941	2·24	947
Building and construction⁵	105,109	2,381	2·27	978
Water transportation	12,212	305	2·50	1,067
Non-metallic mineral products (Mfg.)	3,719	101	2·72	1,067
Leather and leather products (Mfg.)	7,126	207	2·90	829
Drinks and beverages (Mfg.)	714	21	2·94	1,222
Laundering, cleaning, dyeing, and pressing	3,347	103	3·08	1,054
Textiles (Mfg.)	5,251	197	3·75	820
Pulp, paper, and paper products (Mfg.)	4,779	182	3·81	1,189
Tobacco products (Mfg.)	606	24	3·96	658
Mining, quarrying, and salt wells	23,772	1,528	6·43	826
Agriculture	41,217	3,146	7·63	472
Labourers and unskilled workers (not agricultural, mining or logging)	100,635	16,716	10·34	594
Logging	12,315	1,996	16·21	919
Fishing, hunting, and trapping	4,879	932	19·10	519

¹Includes managers, foremen, overseers.
²All occupation groups, except those indicated, are exclusive of managers, officials, overseers and foremen, positions which from their very nature preclude illiteracy.
³Nine provinces only.

TABLE 25. Number and percentage illiterate of the married wage-earner heads of families living with wives, by various occupation groups, and showing average yearly earnings of heads, Canada, by provinces, 1931

Occupation Group	Married Wage-Earner Heads of Families Living with Wives			Average Yearly Earnings of Heads in Occupation
	Engaged in Occupation	Illiterate		
		No.	P.C.	
				$
Prince Edward Island	3,289	134	3·54	954
Agriculture	521	36	6·91	514
Fishing, hunting, and trapping	136	9	6·62	588
Manufacturing	319	2	0·63	1,035
Electric light and power (including stationary enginemen)	54	2	3·70	1,071
Building and construction	364	9	2·47	708
Transportation and communication	647	3	0·46	1,191
Warehousing and storage	47			943
Commercial	366			1,384
Finance, insurance	65			2,391
Service	356	3	0·84	1,615
Clerical	137			1,372
Labourers and unskilled workers (not agricultural, mining or logging)	770	70	9·09	493
Unspecified	7			1,400
Nova Scotia	49,467	2,304	4·64	948
Agriculture	1,877	125	6·66	501
Fishing, hunting, and trapping	1,411	193	13·68	484
Logging	740	75	10·27	489
Mining, quarrying, oil and salt wells	8,278	535	6·46	728
Manufacturing	5,565	98	1·78	1,072
Electric light and power (including stationary enginemen)	1,225	31	2·53	1,034
Building and construction	4,586	115	2·51	832
Transportation and communication	7,579	147	1·99	1,186
Warehousing and storage	525	1	0·19	1,103
Commercial	2,628			1,574
Finance, insurance	594			2,610
Service	4,567	47	1·03	1,510
Clerical	1,341			1,425
Labourers and unskilled workers (not agricultural, mining or logging)	8,931	936	10·48	492
Unspecified	20			1,089
New Brunswick	35,088	2,889	8·23	965
Agriculture	1,776	252	14·19	457
Fishing, hunting, and trapping	504	110	21·83	480
Logging	1,109	327	29·49	424
Mining, quarrying, oil and salt wells	485	36	7·42	700
Manufacturing	4,287	140	3·27	1,193
Electric light and power (including stationary enginemen)	614	18	2·93	1,100
Building and construction	2,952	172	5·33	893
Transportation and communication	5,105	134	2·62	1,314
Warehousing and storage	353	1	0·28	1,173
Commercial	2,288	5	0·22	1,633
Finance, insurance	691		0·23	2,425
Service	3,143	47	1·50	1,509
Clerical	1,246			1,476
Labourers and unskilled workers (not agricultural, mining or logging)	10,781	1,646	15·27	480
Unspecified	19			1,805
Quebec	279,292	16,448	5·96	1,173
Agriculture	6,574	864	13·14	543
Fishing, hunting, and trapping	262	52	19·85	464
Logging	5,605	1,191	21·25	528
Mining, quarrying, oil and salt wells	2,882	347	12·04	844
Manufacturing	51,589	1,353	2·02	1,267
Electric light and power (including stationary enginemen)	4,712	197	4·18	1,269
Building and construction	35,218	1,422	4·04	986
Transportation and communication	32,272	944	2·93	1,268
Warehousing and storage	2,859	15	0·52	1,152
Commercial	22,397	17	0·08	1,769
Finance, insurance	5,100	1	0·02	2,830
Service	30,947	550	1·78	1,718
Clerical	15,165			1,505
Labourers and unskilled workers (not agricultural, mining or logging)	63,565	9,692	15·25	603
Unspecified	140	3	2·14	1,436
Ontario	416,554	8,814	2·12	1,268
Agriculture	16,283	780	4·79	558
Fishing, hunting, and trapping	838	95	11·34	640
Logging	2,060	303	14·71	719
Mining, quarrying, oil and salt wells	6,025	380	6·31	1,267
Manufacturing	96,893	1,099	1·04	1,345
Electric light and power (including stationary enginemen)	10,458	118	1·13	1,390
Building and construction	40,101	488	1·22	1,000
Transportation and communication	51,916	543	1·05	1,364
Warehousing and storage	7,973	9	0·11	1,169

TABLE 25. Number and percentage illiterate of the married wage-earner heads of families living with wives, by various occupation groups, and showing average yearly earnings of heads, by provinces, 1931—Con.

Occupation Group	Married Wage-Earner Heads of Families Living with Wives			Average Yearly Earnings of Heads in Occupation
	Engaged in Occupation	Illiterate		
		No.	P.C.	
				$
Ontario—Con.				
Commercial	37,361	18	0·05	1,845
Finance, insurance	8,494	1	0·01	2,696
Service	49,236	261	0·53	1,846
Clerical	19,778	–	–	1,536
Labourers and unskilled workers (not agricultural, mining or logging)	68,920	4,808	6·98	624
Unspecified	308	1	0·32	1,303
Manitoba	65,486	1,796	2·74	1,285
Agriculture	3,478	261	7·50	383
Fishing, hunting, and trapping	229	84	33·68	330
Logging	149	21	14·09	652
Mining, quarrying, oil and salt wells	414	13	3·14	1,102
Manufacturing	9,268	90	0·97	1,372
Electric light and power (including stationary enginemen)	1,342	11	0·88	1,330
Building and construction	6,155	68	1·07	989
Transportation and communication	9,923	136	1·37	1,419
Warehousing and storage	1,471	2	0·14	1,458
Commercial	7,117	2	0·03	1,936
Finance, insurance	1,607	–	–	2,781
Service	8,977	28	0·31	1,728
Clerical	3,985	–	–	1,540
Labourers and unskilled workers (not agricultural, mining or logging)	11,516	1,080	9·38	532
Unspecified	49	1	2·04	1,277
Saskatchewan	47,247	1,132	2·40	1,177
Agriculture	5,923	328	5·54	346
Fishing, hunting, and trapping	86	31	36·05	364
Logging	77	4	5·19	1,258
Mining, quarrying, oil and salt wells	270	28	10·37	745
Manufacturing	3,899	24	0·62	1,314
Electric light and power (including stationary enginemen)	794	6	0·76	1,280
Building and construction	3,266	34	10·61	815
Transportation and communication	7,769	92	1·18	1,438
Warehousing and storage	864	–	–	1,446
Commercial	7,580	–	–	1,570
Finance, insurance	1,221	–	–	2,521
Service	6,096	21	0·34	1,636
Clerical	2,402	–	–	1,490
Labourers and unskilled workers (not agricultural, mining or logging)	7,041	563	8·00	499
Unspecified	20	1	5·00	1,169
Alberta	51,129	832	1·63	1,287
Agriculture	3,919	221	5·64	450
Fishing, hunting, and trapping	64	6	9·38	440
Logging	121	1	0·83	1,285
Mining, quarrying, oil and salt wells	4,208	120	2·85	977
Manufacturing	5,426	21	0·39	1,388
Electric light and power (including stationary enginemen)	1,146	1	0·09	1,389
Building and construction	3,838	26	0·68	1,000
Transportation and communication	7,678	68	0·89	1,495
Warehousing and storage	947	–	–	1,343
Commercial	6,581	2	0·03	1,710
Finance, insurance	1,103	–	–	2,579
Service	6,945	21	0·30	1,716
Clerical	2,769	–	–	1,488
Labourers and unskilled workers (not agricultural, mining or logging)	6,208	348	5·53	598
Unspecified	39	–	–	1,306
British Columbia	85,622	1,623	1·90	1,240
Agriculture	2,844	287	10·09	654
Fishing, hunting, and trapping	1,349	352	26·09	541
Logging	7,123	158	2·97	818
Mining, quarrying, oil and salt wells	3,356	69	2·05	945
Manufacturing	12,009	69	0·57	1,361
Electric light and power (including stationary enginemen)	2,527	9	0·32	1,221
Building and construction	8,690	49	0·56	1,006
Transportation and communication	12,644	115	0·91	1,382
Warehousing and storage	1,410	–	–	1,317
Commercial	7,508	–	–	1,687
Finance, insurance	1,733	–	–	2,317
Service	11,540	27	0·23	1,684
Clerical	4,280	–	–	1,466
Labourers and unskilled workers (not agricultural, mining or logging)	12,833	573	4·47	670
Unspecified	23	–	–	1,360

TABLE 26.   Percentages illiterate of the married and single 15 years of age and over, by certain age groups, provinces and cities of 30,000 and over, 1931

Province or City	Percentages Illiterate in Age Group							
	15-20		21-34		35-64		65 and over	
	Married	Single	Married	Single	Married	Single	Married	Single
Prince Edward Island	1·59	1·09	1·77	1·92	2·45	5·60	7·10	8·91
Nova Scotia	2·25	1·75	2·85	3·34	4·91	7·40	11·05	14·54
New Brunswick	4·68	4·53	5·79	5·55	8·25	8·55	16·08	11·85
Quebec	3·98	1·84	2·99	2·49	6·78	6·22	20·11	12·95
Ontario	2·14	0·87	2·19	1·84	8·77	3·32	5·11	5·25
Manitoba	4·79	1·49	4·20	2·14	6·72	4·07	14·15	6·79
Saskatchewan	4·71	1·32	4·81	2·50	5·86	3·27	16·22	7·59
Alberta	4·08	1·20	4·07	2·34	4·63	2·89	11·40	4·57
British Columbia	5·73	1·38	4·31	2·37	5·30	2·99	8·49	4·30
Brantford	0·65	0·36	1·80	1·43	2·50	2·81	5·18	3·49
Calgary	1·36	0·21	1·87	1·63	1·08	3·12	1·39	1·30
Edmonton	0·95	0·35	2·26	0·94	1·81	1·49	3·44	3·07
Halifax	1·58	0·63	1·79	1·54	4·18	4·03	7·58	8·10
Hamilton	0·74	0·29	2·02	0·94	2·27	1·61	2·98	2·51
Kitchener	0·61	0·34	1·19	0·92	1·58	2·46	1·90	7·01
London	0·61	0·39	1·05	0·77	0·88	0·98	1·77	1·81
Montreal	1·86	0·57	1·55	1·04	3·78	3·36	10·62	5·89
Ottawa	1·95	0·41	1·35	0·79	3·60	1·74	7·98	7·17
Quebec	1·31	1·10	1·64	1·11	3·50	2·70	12·16	9·55
Regina	–	0·11	2·43	0·68	2·53	1·63	7·01	1·75
Saint John	0·57	0·52	1·27	0·64	1·98	1·59	2·68	1·93
Saskatoon	0·46	0·23	1·15	0·56	0·71	0·87	2·93	1·33
Toronto	1·08	0·37	1·59	1·05	1·63	1·35	2·33	1·23
Trois-Rivières	5·22	1·25	1·84	1·02	5·84	4·57	20·18	8·33
Vancouver	1·56	0·33	2·07	0·90	3·41	1·28	1·58	2·12
Verdun	1·91	0·27	0·45	0·80	1·56	2·42	7·07	6·77
Victoria	1·57	0·22	1·15	0·44	1·76	0·74	1·16	0·50
Windsor	1·60	0·41	2·03	1·04	2·54	2·01	4·04	3·62
Winnipeg	1·27	0·47	1·84	0·89	3·28	1·69	5·69	2·78

Figures in italics indicate the exceptional cases where the percentage illiterate is lower for the married than for the single.

TABLE 27.   Percentages illiterate of the married and single females 15-20 years of age, Canada and provinces and cities of 30,000 and over, 1931

Province and City	P.C. Illiterate of Females 15-20		Province and City	P.C. Illiterate of Females 15-20	
	Married	Single		Married	Single
CANADA	3·41	1·06	Hamilton	0·71	0·29
			Kitchener	0·72	0·35
Prince Edward Island	1·19	0·82	London	0·74	0·38
Nova Scotia	2·10	1·05	Montreal	1·99	0·53
New Brunswick	4·45	2·44	Ottawa	1·42	0·42
Quebec	3·77	1·14	Quebec	1·44	1·00
Ontario	2·08	0·67	Regina	2·63	0·11
Manitoba	4·76	1·35	Saint John	0·45	0·26
Saskatchewan	4·60	1·11	Saskatoon	0·50	0·31
Alberta	4·11	0·97	Toronto	1·11	0·48
British Columbia	5·32	1·37	Trois-Rivières	4·00	0·99
			Vancouver	1·48	0·32
Brantford	0·81	0·43	Verdun	2·18	0·22
Calgary	1·47	0·15	Victoria	0·94	0·19
Edmonton	1·04	0·49	Windsor	1·70	0·53
Halifax	1·62	0·56	Winnipeg	1·27	0·68

TABLE 28.   Number and percentage of the population 5-24 years of age, at school for any period, by single years of age and sex, Canada,[1] 1931 and 1921

Age Group	Population 5-24 at School for Any Period					
	Both Sexes		Male		Female	
	No.	P.C.	No.	P.C.	No.	P.C.
1931						
CANADA—						
5-24 years....................	2,154,695	61·89	1,084,884	51·62	1,069,811	62·17
5 "	25,082	11·29	12,336	10·94	12,746	11·64
6 "	120,128	53·13	60,278	52·64	59,850	53·65
7 "	195,998	86·97	99,111	86·85	96,887	87·09
8 "	215,802	94·45	108,276	94·48	107,526	94·42
9 "	220,040	96·15	111,231	96·13	108,809	96·16
5-9 "	761,968	88·74	378,896	88·68	375,078	88·95
10 "	225,091	97·09	113,602	97·06	111,489	97·12
11 "	212,123	97·18	106,804	97·23	105,319	97·14
12 "	203,482	96·12	103,378	96·24	100,204	96·00
13 "	188,548	92·77	93,941	93·17	92,607	92·38
14 "	172,985	83·33	87,909	83·71	85,076	82·94
10-14 "	1,002,229	93·44	507,634	93·61	494,695	93·26
15 "	136,620	66·67	67,820	65·71	68,800	67·65
16 "	99,111	45·98	47,682	43·84	51,429	48·17
17 "	59,921	28·49	27,561	25·92	32,360	31·12
18 "	35,006	16·62	16,615	15·65	18,391	17·60
19 "	18,970	9·63	9,679	9·66	9,291	9·60
15-19 "	349,628	33·67	169,357	32·28	180,271	35·09
20-24 "	25,788	2·83	16,761	3·62	9,027	2·02
1921						
CANADA—						
5-24 years....................	1,710,581	49·27	857,749	49·22	852,832	49·32
5 "	30,315	14·00	14,950	13·67	15,365	14·47
6 "	112,816	51·85	56,321	51·67	56,295	52·03
7 "	174,055	81·04	87,680	82·11	86,375	81·77
8 "	188,609	90·64	94,457	90·79	94,152	90·50
9 "	160,703	93·19	91,825	93·15	88,878	93·09
5-9 "	666,198	78·86	350,485	78·91	325,700	78·80
10 "	182,756	94·09	92,042	94·17	90,714	94·01
11 "	169,266	94·31	85,168	94·44	84,098	94·17
12 "	174,150	92·74	88,531	92·91	85,519	92·58
13 "	154,165	88·07	77,836	88·28	76,329	87·86
14 "	129,004	73·39	65,333	73·09	63,671	73·70
10-14 "	809,341	88·71	409,010	88·76	400,331	88·68
15 "	84,055	51·79	40,576	49·37	43,479	63·23
16 "	64,960	32·63	24,842	29·36	30,118	35·93
17 "	31,325	16·59	13,744	17·04	17,681	22·18
18 "	18,170	11·23	8,105	10·00	10,065	12·46
19 "	10,081	6·86	5,116	6·88	4,965	6·84
15-19 "	198,591	24·72	92,583	22·93	106,208	26·67
20-24 "	16,151	2·27	10,923	3·11	5,228	1·45

[1]Nine provinces only.

TABLE 29. School attendance of the population 5-19 years of age, by months at school, rural and urban, Canada and provinces, 1931 and 1921

Province	Total	At School for Any Period		No. at School by Months		
		No.	P.C.	1-3	4-6	7-9
1931						
CANADA	3,242,054	2,128,907	65·67	46,643	67,938	2,014,326
Rural	1,615,122	1,002,700	62·08	36,605	47,352	918,743
Urban	1,626,932	1,126,207	69·22	10,038	20,586	1,095,583
Prince Edward Island	27,869	17,999	64·58	736	1,305	15,958
Rural	21,386	13,645	63·80	667	1,179	11,799
Urban	6,483	4,354	67·16	69	126	4,159
Nova Scotia	167,023	113,526	67·97	2,896	6,001	104,629
Rural	92,512	61,139	66·09	2,426	4,778	53,935
Urban	74,511	52,387	70·31	470	1,223	50,694
New Brunswick	139,974	88,112	62·95	2,666	5,555	79,891
Rural	100,379	61,194	60·96	2,551	5,215	53,428
Urban	39,595	26,918	67·98	115	340	26,463
Quebec	969,510	582,094	60·04	12,064	15,945	554,085
Rural	401,264	226,659	56·49	8,644	9,158	208,857
Urban	568,246	355,435	62·55	3,420	6,787	345,228
Ontario	970,087	675,446	69·63	13,085	14,495	647,866
Rural	403,181	260,955	64·70	9,238	7,282	244,345
Urban	566,906	414,581	73·13	3,847	7,213	403,521
Manitoba	229,256	152,645	66·58	3,998	4,286	144,361
Rural	136,115	84,951	62·41	3,159	3,246	78,546
Urban	93,141	67,694	72·68	839	1,040	65,815
Saskatchewan	322,278	214,032	66·41	7,022	11,270	195,740
Rural	229,159	144,394	63·01	6,375	10,295	127,724
Urban	93,119	69,638	74·78	647	975	68,016
Alberta	234,739	159,714	68·04	3,138	4,800	151,776
Rural	150,694	96,791	64·23	2,896	4,122	89,773
Urban	84,045	62,923	74·87	242	678	62,003
British Columbia	181,318	125,339	69·13	1,038	4,281	120,020
Rural	80,432	53,062	65·97	649	2,077	50,336
Urban	100,886	72,277	71·64	389	2,204	69,684
1921						
CANADA	2,761,092	1,694,450	61·37	72,529	133,404	1,488,407
Rural	1,478,847	858,748	58·07	56,835	104,584	697,329
Urban	1,282,245	835,682	65·17	15,694	28,820	791,168
Prince Edward Island	27,851	16,895	60·66	1,351	2,665	12,879
Rural	22,194	13,250	59·70	1,285	2,503	9,462
Urban	5,657	3,645	64·43	66	162	3,417
Nova Scotia	168,990	103,315	61·14	4,755	10,138	88,422
Rural	96,062	56,360	58·67	4,129	8,635	43,596
Urban	72,928	46,955	64·39	626	1,503	44,826
New Brunswick	129,731	73,367	56·55	4,803	10,950	57,614
Rural	92,397	50,320	54·46	4,571	10,292	35,457
Urban	37,334	23,047	61·73	232	658	22,157
Quebec	824,400	486,409	59·00	14,527	20,940	450,942
Rural	396,469	224,104	56·52	10,421	13,743	199,940
Urban	427,931	262,305	61·30	4,106	7,197	251,002
Ontario	897,604	534,239	63·79	18,759	27,772	487,808
Rural	374,554	225,780	60·28	12,623	16,487	196,670
Urban	463,050	308,559	66·64	6,136	11,285	291,138
Manitoba	200,660	125,457	62·52	6,095	10,838	108,524
Rural	123,109	71,789	58·31	4,609	8,893	58,287
Urban	77,551	53,668	69·20	1,486	1,945	50,237
Saskatchewan	250,886	152,545	60·80	12,370	28,359	111,816
Rural	184,222	105,415	57·22	10,539	26,094	68,682
Urban	66,664	47,130	70·70	1,731	2,265	43,134
Alberta	183,740	113,786	61·93	8,021	16,383	89,382
Rural	117,367	67,892	57·85	7,246	14,462	46,184
Urban	66,373	45,894	69·15	775	1,921	43,198
British Columbia	137,159	88,317	64·39	1,848	5,359	81,110
Rural	72,402	43,838	60·55	1,512	3,475	39,051
Urban	64,757	44,479	68·69	336	1,884	42,059

¹Canada total and rural total include personnel of the Royal Canadian Navy, not included in any of the provinces.

TABLE 30. School attendance of the population 5-19 years of age, by age groups and nativity, Canada¹, 1931 and 1921

Nativity and Age	Total	At School for Any Period		No. at School by Months			
		No.	P.C.	Under 1	1-3	4-6	7-9
1931							
5-19 years	3,242,054	2,138,967	65-67	1,010	45,633	67,538	2,014,326
5- 9 years	1,131,044	777,050	68-70	792	35,149	32,193	708,916
10-14 "	1,072,647	1,002,229	93-44	120	6,603	24,030	971,386
15-19 "	1,038,363	349,628	33-67	98	3,791	11,715	334,024
Canadian born	3,017,687	1,997,833	66-20	939	43,749	63,354	1,890,791
5- 9 years	1,069,611	733,793	68-60	745	33,171	30,128	660,749
10-14 "	1,004,388	937,094	93-30	106	6,127	22,502	908,359
15-19 "	943,688	326,946	34-65	88	3,451	10,724	312,683
British born	101,162	60,057	58-24	29	876	1,527	57,655
5- 9 years	20,529	16,173	78-78	17	547	608	15,001
10-14 "	35,100	33,894	96-37	7	208	536	33,143
15-19 "	47,465	10,020	21-11	5	121	383	9,511
Foreign born	121,394	70,957	58-57	42	2,008	3,057	65,880
5- 9 years	40,904	27,084	66-21	30	1,431	1,457	24,166
10-14 "	33,090	31,241	94-41	7	358	992	29,884
15-19 "	47,210	12,662	26-82	5	219	608	11,830
1921							
5-19 years	2,761,092	1,694,430	61-37	–	72,529²	133,104	1,488,497
5- 9 years	1,047,604	686,498	65-52	–	50,795	61,950	573,753
10-14 "	912,305	809,341	83-71	–	16,288	55,558	737,495
15-19 "	801,093	198,591	24-79	–	5,446	15,596	177,249
Canadian born	2,446,354	1,539,508	62-93	–	65,213	116,434	1,348,162
5- 9 years	1,000,613	652,713	65-23	–	48,229	58,190	546,294
10-14 "	799,953	709,939	88-75	–	12,918	45,950	651,071
15-19 "	645,848	167,157	25-88	–	4,066	12,294	150,797
British born	151,422	75,319	49-74	–	1,928	4,446	68,938
5- 9 years	19,083	14,200	74-42	–	724	1,053	12,423
10-14 "	53,630	47,747	89-01	–	830	2,322	44,589
15-19 "	78,710	13,305	16-98	–	368	1,071	11,926
Foreign born	163,316	89,709	54-68	–	5,388	12,524	71,797
5- 9 years	27,999	19,535	69-95	–	1,842	2,707	15,036
10-14 "	58,782	51,655	87-88	–	2,534	7,285	41,835
15-19 "	76,535	18,099	23-61	–	1,012	2,531	14,526

¹Nine provinces only.
²In 1921 the 1-3 months column includes the "under 1". The numbers involved are too small to be significant and are shown separately in 1931 as a matter of interest only.

TABLE 31. Average number of years spent "at school" and average number of years in actual attendance by the population 5-24 years of age, by certain age groups, Canada and provinces, 1911-1931

	Average Years									
	Spent "at School" at Age					In Actual Attendance at Age				
Province	5-24	5-6	7-14	15-17	18-24	5-24	5-6	7-14	15-17	18-24
	1911									
CANADA	7·96	0·58	6·38	0·81	0·19	6·58	0·42	5·34	0·67	0·15
Prince Edward Island	8·46	0·50	6·77	1·02	0·17	6·71	0·32	5·47	0·79	0·13
Nova Scotia	8·50	0·64	6·64	1·00	0·22	6·83	0·44	5·41	0·80	0·18
New Brunswick	8·07	0·42	6·42	1·02	0·21	6·46	0·29	5·20	0·81	0·16
Quebec	7·89	0·68	6·46	0·60	0·15	6·77	0·53	5·59	0·52	0·13
Ontario	8·50	0·65	6·75	0·87	0·23	7·00	0·46	5·69	0·66	0·19
Manitoba	7·60	0·42	5·99	0·98	0·21	6·15	0·29	4·92	0·78	0·16
Saskatchewan	6·62	0·40	5·36	0·75	0·11	4·96	0·26	4·06	0·56	0·08
Alberta	6·46	0·33	5·05	0·91	0·17	4·92	0·22	3·90	0·68	0·12
British Columbia	7·55	0·37	6·04	0·97	0·17	6·32	0·26	5·11	0·81	0·14
	1921									
CANADA	9·13	0·67	7·12	1·04	0·30	7·58	0·47	5·98	0·88	0·25
Prince Edward Island	9·10	0·57	7·06	1·18	0·29	7·13	0·34	5·64	0·91	0·24
Nova Scotia	9·12	0·68	7·00	1·18	0·31	7·55	0·44	5·80	0·99	0·26
New Brunswick	8·40	0·45	6·66	1·05	0·24	6·68	0·30	5·34	0·84	0·20
Quebec	8·67	0·73	6·92	0·79	0·23	7·43	0·56	5·98	0·69	0·20
Ontario	9·59	0·79	7·34	1·09	0·37	8·15	0·57	6·34	0·93	0·31
Manitoba	9·27	0·56	7·23	1·18	0·30	7·72	0·37	6·11	0·99	0·25
Saskatchewan	8·93	0·54	7·12	1·04	0·23	6·95	0·32	5·62	0·82	0·19
Alberta	9·34	0·45	7·22	1·37	0·30	7·46	0·28	5·82	1·11	0·25
British Columbia	9·75	0·53	7·39	1·44	0·39	8·36	0·39	6·41	1·23	0·33
	1931									
CANADA	9·89	0·64	7·44	1·41	0·40	8·55	0·48	6·49	1·23	0·35
Prince Edward Island	9·71	0·64	7·47	1·25	0·35	8·12	0·43	6·34	1·06	0·30
Nova Scotia	10·72	0·82	7·49	1·51	0·40	8·73	0·62	6·47	1·30	0·34
New Brunswick	9·39	0·49	7·23	1·30	0·37	7·96	0·35	6·18	1·11	0·23
Quebec	8·98	0·87	7·13	1·01	0·37	7·76	0·64	6·22	0·88	0·24
Ontario	10·60	0·89	7·65	1·62	0·50	9·20	0·68	6·72	1·42	0·43
Manitoba	10·07	0·61	7·53	1·52	0·41	8·68	0·42	6·58	1·32	0·36
Saskatchewan	9·88	0·50	7·55	1·43	0·40	8·39	0·33	6·49	1·23	0·34
Alberta	10·18	0·43	7·58	1·60	0·48	8·82	0·32	6·50	1·48	0·42
British Columbia	10·50	0·62	7·59	1·81	0·48	9·15	0·49	6·67	1·58	0·41

TABLE 32. School attendance of the population 5-24 years of age, by single years of age, sex and months at school, Canada¹, 1931 and 1921.

Age	Total	At School for Any Period		No. at School by Months				Total	At School for Any Period		No. at School by Months		
		No.	P.C.	Under 1	1-3	4-6	7-9		No.	P.C.	1-3	4-6	7-9

BOTH SEXES

Age	Total	No.	P.C.	Under 1	1-3	4-6	7-9	Total	No.	P.C.	1-3	4-6	7-9
5-24 years	4,152,175	2,154,695	51·89	1,024	46,010	69,089	2,038,572	3,471,744	1,710,581	49·27	72,776	131,100	1,503,711
5 "	222,257	25,082	11·29	164	6,508	3,170	15,231	215,572	30,315	14·06	9,170	4,639	16,506
6 "	226,686	120,126	53·13	328	16,133	9,629	93,435	217,581	112,816	51·85	31,603	14,964	77,787
7 "	222,364	195,368	86·97	204	7,578	8,137	180,079	212,413	174,053	81·94	11,745	13,052	149,262
8 "	218,451	210,802	94·45	66	2,556	4,193	206,855	208,083	183,609	90·04	5,788	14,183	168,698
9 "	228,836	220,940	96·15	28	1,674	5,055	213,283	194,045	180,780	93·12	4,059	12,168	164,476
5-9 "	908,787	751,908	88·74	626	35,041	29,014	693,665	835,485	681,573	84·72	60,940	58,946	577,847
10 "	231,384	225,091	97·00	17	1,399	4,857	218,818	199,229	182,736	94·09	3,490	11,727	167,339
11 "	218,283	212,123	97·18	33	1,211	4,497	206,382	179,487	169,206	94·31	3,063	10,703	155,500
12 "	211,696	203,482	96·12	23	1,258	4,689	197,482	187,773	174,150	92·74	3,236	11,293	159,176
13 "	203,240	185,548	92·77	25	1,392	4,861	182,270	175,043	154,165	88·07	3,148	10,788	140,229
14 "	207,594	172,955	83·33	22	1,493	5,120	166,454	175,773	129,004	73·39	3,351	10,602	115,051
10-14 "	1,072,197	999,199	93·21	120	6,658	24,030	971,580	918,504	809,341	88·12	16,318	55,508	737,480
15 "	204,906	136,620	66·67	29	1,402	4,552	130,637	163,571	84,055	51·29	2,394	7,162	74,499
16 "	215,532	99,111	45·98	34	1,940	3,363	93,774	168,439	54,960	32·63	1,470	4,332	49,158
17 "	210,297	59,921	28·49	13	678	1,868	57,362	159,925	31,323	19·59	864	2,270	28,191
18 "	210,667	35,006	16·62	16	398	1,225	33,367	141,960	18,170	11·23	445	1,314	16,408
19 "	196,961	18,070	9·63	6	273	825	17,966	146,998	10,081	6·80	270	818	8,993
15-19 "	1,038,363	349,689	33·67	98	5,791	11,715	334,084	801,093	198,491	24·79	5,440	15,896	177,849
20-24 "	910,121	25,788	2·83	14	377	1,151	24,246	710,652	16,153	2·27	1,092	2,355	15,214

MALE

Age	Total	No.	P.C.	Under 1	1-3	4-6	7-9	Total	No.	P.C.	1-3	4-6	7-9
5-24 years	2,101,590	1,064,884	51·62	494	22,882	35,186	1,026,310	1,742,642	857,749	49·22	36,732	65,567	752,510
5 "	112,729	12,336	10·94	80	3,161	1,550	7,495	109,391	14,598	13·67	4,518	2,301	8,131
6 "	114,620	60,278	52·64	154	8,451	4,819	46,854	109,394	56,521	51·67	10,123	7,490	38,908
7 "	114,115	99,111	86·85	98	3,720	4,009	91,284	106,730	87,680	82·15	5,764	6,031	73,385
8 "	114,004	108,276	94·48	40	1,253	3,007	103,976	104,043	94,457	90·79	2,749	6,893	84,815
9 "	115,703	111,231	96·13	14	820	2,435	107,962	98,574	91,825	93·15	2,011	6,081	83,733
5-9 "	468,918	378,890	88·66	306	14,841	15,870	360,076	419,791	350,483	78·91	80,647	28,495	261,541
10 "	117,035	113,692	97·06	6	669	2,427	109,902	97,736	92,042	94·17	1,716	5,905	84,391
11 "	109,960	106,304	97·22	14	555	2,377	103,928	90,186	85,166	94·44	1,536	5,097	78,242
12 "	107,312	103,278	96·24	11	561	2,436	100,170	95,399	88,611	92·91	1,855	6,057	80,650
13 "	102,972	95,941	93·17	11	703	2,587	92,640	88,166	77,536	87·94	1,636	5,717	70,462
14 "	105,013	87,909	83·71	16	757	2,810	84,320	89,381	65,333	73·09	1,820	5,391	57,622
10-14 "	542,198	507,854	95·01	58	3,375	12,445	491,660	460,868	408,010	88·72	8,446	29,149	371,878
15 "	103,206	67,808	65·71	10	714	2,479	64,611	82,193	40,576	49·37	1,378	3,972	35,226
16 "	108,769	47,682	43·84	16	537	1,727	45,402	84,620	24,842	29·36	832	2,233	21,777
17 "	106,316	27,561	25·92	5	310	947	26,299	80,456	18,744	17·06	495	1,654	12,337
18 "	106,163	16,615	16·65	7	167	584	15,857	91,061	9,105	10·00	216	589	7,300
19 "	100,133	9,679	9·66	1	133	410	9,135	74,378	5,116	6·88	125	412	4,579
15-19 "	524,607	169,527	32·89	43	1,886	6,187	161,709	408,908	98,388	22·95	3,067	8,857	81,119
20-24 "	463,120	16,761	3·62	7	216	688	15,840	350,690	10,923	3·11	144	436	10,343

FEMALE

Age	Total	No.	P.C.	Under 1	1-3	4-6	7-9	Total	No.	P.C.	1-3	4-6	7-9
5-24 years	2,050,585	1,069,811	52·17	530	23,128	33,891	1,012,362	1,729,102	852,832	49·32	36,038	65,593	751,201
5 "	109,528	12,746	11·64	84	3,327	1,599	7,736	106,181	15,363	14·47	4,652	2,338	8,375
6 "	111,866	59,550	53·55	174	8,282	4,810	46,584	108,187	56,295	52·03	9,910	7,506	38,879
7 "	111,249	96,257	87·09	106	3,858	4,128	88,795	105,633	86,373	81·77	5,981	7,021	72,465
8 "	113,877	107,526	94·42	26	1,403	2,186	103,901	104,010	94,152	90·52	3,039	7,292	83,821
9 "	113,133	109,809	96·16	14	854	2,620	105,321	95,471	85,578	93·01	2,048	6,087	80,743
5-9 "	449,855	273,078	88·63	322	14,397	14,744	515,000	413,351	235,700	78·90	30,978	28,816	275,900
10 "	114,790	111,489	97·12	13	730	2,430	108,316	96,493	90,714	94·01	1,725	5,794	83,148
11 "	108,423	105,319	97·14	19	628	2,120	102,454	89,301	84,068	94·17	1,527	5,315	77,258
12 "	104,384	100,204	96·00	12	627	2,253	97,312	92,374	85,519	92·58	1,551	5,091	78,517
13 "	100,277	92,607	92·36	14	689	2,274	89,630	86,877	76,529	87·90	1,491	5,071	69,767
14 "	102,581	85,076	82·98	6	641	2,310	82,114	86,392	63,671	73·70	1,531	5,211	57,429
10-14 "	530,466	491,695	92·69	64	3,514	11,487	479,886	451,457	400,531	88·58	7,872	26,540	365,919
15 "	101,700	68,900	67·55	13	688	2,073	66,026	81,378	43,479	53·23	1,016	3,190	39,273
16 "	106,763	51,429	48·17	18	563	1,548	49,396	83,819	30,118	35·93	638	2,099	27,381
17 "	103,981	32,360	31·12	8	363	961	31,028	79,213	17,531	22·13	408	1,219	15,904
18 "	104,504	18,391	17·60	9	231	641	17,510	50,799	10,063	12·46	232	725	9,106
19 "	96,808	8,391	8·68	5	140	415	8,831	72,620	4,965	6·84	145	406	4,414
15-19 "	513,756	180,871	35·09	53	1,985	5,608	172,688	398,191	106,358	26·07	2,439	7,039	96,120
20-24 "	447,001	9,027	2·02	7	161	453	8,406	359,902	5,228	1·45	97	260	4,871

¹Nine provinces only.

TABLE 33. Average school grade reached and distribution of improvement between grades, for all ages and for ages 13 and 14, certain provinces of Canada, 1931 and 1924

Province	Avg. Grade 1931	Avg. Grade 1924	Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ALL AGES															
Prince Edward Island	4·64	4·42	0·22	0·10	0·02	-0·03	-0·01	-0·01	-0·03	-	0·07	0·05	0·06	-	-
Nova Scotia	4·52	4·26	0·26	0·07	0·02	0·01	-	-	0·01	0·03	0·03	0·06	0·04	-	-
New Brunswick	4·49	4·40	0·09	0·03	-0·01	0·01	-	-	-	-0·01	0·01	0·02	0·02	0·02	-
Ontario	4·84	4·51	0·33	0·04	0·01	0·04	-0·01	-	-	-	-0·02	0·04	0·07	0·05	0·04
Manitoba	4·68	3·98	0·60	0·17	0·04	-	-	-	0·02	0·10	0·04	0·07	0·07	0·05	0·03
Saskatchewan	4·70	4·08	0·62	0·19	0·02	0·01	-	0·01	0·02	0·04	0·05	0·07	0·08	0·05	0·07
Alberta	4·92	4·39	0·53	0·14	0·02	0·01	-	0·01	0·03	0·04	0·09	0·06	0·07	0·05	-
13 YEARS OF AGE															
Prince Edward Island	6·52	6·14	0·38	0·01	0·07	0·02	-	0·04	0·02	0·01	0·12	0·05	0·04	-	-
Nova Scotia	6·14	5·76	0·38	0·04	0·06	0·05	0·04	0·02	-	-	0·06	0·03	0·01	-	-
New Brunswick	6·17	6·07	0·10	0·02	-0·01	0·03	0·02	0·02	-	-	0·07	0·03	0·01	-	-
Ontario	6·83	6·71	0·12	0·04	-0·02	0·04	-0·01	-0·02	-0·01	-	0·04	0·04	0·05	-	-
Manitoba	6·22	5·92	0·30	-0·01	0·05	-0·06	0·08	0·03	-	0·15	-0·01	-0·06	-0·01	-0·01	-
Saskatchewan	6·51	5·98	0·53	0·05	0·05	0·08	0·05	0·09	0·01	0·06	0·10	0·04	0·03	-	-
Alberta	6·53	6·24	0·29	0·03	0·04	0·05	0·06	0·04	0·01	0·04	0·10	0·07	0·05	-	-
14 YEARS OF AGE															
Prince Edward Island	7·36	6·95	0·41	0·02	0·02	0·01	0·03	0·03	0·08	0·04	-	0·07	0·07	0·03	-
Nova Scotia	6·96	6·57	0·39	0·04	0·02	0·04	0·04	0·06	0·05	0·01	-	0·06	0·05	0·01	-0·01
New Brunswick	6·97	6·80	0·17	-0·01	0·01	0·01	0·02	0·01	0·04	-	0·06	-	0·04	0·02	-
Ontario	7·13	7·13	0·00	0·01	0·02	0·01	0·01	0·02	-	-	0·06	-0·01	-0·01	0·01	0·08
Manitoba	7·13	6·74	0·39	0·03	0·04	0·01	0·07	0·07	0·07	0·02	0·02	0·05	-	0·02	-
Saskatchewan	7·33	6·71	0·62	0·03	0·04	0·07	0·11	0·07	0·02	0·01	0·07	0·10	0·07	0·03	-
Alberta	7·37	7·02	0·35	0·02	0·04	0·05	0·04	0·06	0·04	-	0·01	0·06	0·08	-0·02	-

TABLE 34. Percentages leaving school and estimated number of full years spent at school, at each age over 10, Canada, by provinces, 1931

Age	Prince Edward Island P.C. Leaving School	Prince Edward Island Estimated Full Years	Nova Scotia P.C. Leaving School	Nova Scotia Estimated Full Years	New Brunswick P.C. Leaving School	New Brunswick Estimated Full Years	Quebec P.C. Leaving School	Quebec Estimated Full Years	Ontario P.C. Leaving School	Ontario Estimated Full Years
At 11 years	1·22	4·43	0·59	4·67	0·98	4·29	2·74	4·51	0·52	4·84
" 12 "	1·66	5·26	2·16	5·51	4·07	5·11	8·34	5·03	1·01	5·71
" 13 "	11·11	6·07	7·83	6·33	12·41	5·33	15·16	6·05	6·45	6·56
" 14 "	22·25	6·78	15·46	7·08	17·32	5·54	19·34	6·07	13·63	7·36
" 15 "	22·99	7·29	23·46	7·69	18·37	7·05	16·93	7·10	22·13	8·03
" 16 "	18·92	7·63	18·83	8·11	15·51	7·41	12·70	7·38	21·93	8·50
" 17 "	10·94	7·92	13·94	8·38	11·71	7·64	9·21	7·53	12·51	8·73
" 18 "	3·96	7·93	7·69	8·52	7·07	7·79	7·74	7·64	7·84	8·98
" 19 "	5·68	8·00	6·04	8·57	6·14	7·85	4·01	7·70	5·39	9·05
" 20-24 years	13·77	8·12	3·67	8·72	8·72	5·31	7·07	3·83	7·79	9·21

Age	Manitoba P.C. Leaving School	Manitoba Estimated Full Years	Saskatchewan P.C. Leaving School	Saskatchewan Estimated Full Years	Alberta P.C. Leaving School	Alberta Estimated Full Years	British Columbia P.C. Leaving School	British Columbia Estimated Full Years
At 11 years	0·34	4·54	0·14	4·34	-0·16	4·40	0·11	4·64
" 12 "	1·14	5·26	0·68	5·19	0·60	5·25	0·23	5·49
" 13 "	8·67	6·23	4·38	6·02	2·67	6·10	3·64	6·34
" 14 "	17·86	6·99	23·87	6·82	17·11	6·90	10·01	7·16
" 15 "	16·08	7·60	24·01	7·40	22·83	7·60	23·87	7·85
" 16 "	19·69	8·01	16·38	7·79	17·04	8·07	21·08	8·40
" 17 "	13·64	8·31	11·39	8·04	15·14	8·40	17·08	8·74
" 18 "	8·17	8·47	7·26	8·30	10·39	8·59	9·90	9·02
" 19 "	7·21	8·55	8·56	8·29	9·66	8·70	8·72	9·02
" 20-24 years	3·62	8·67	3·33	8·39	3·56	8·82	5·48	9·15

TABLE 35. Population, number of persons attending school (all ages) and average number of months at school during the year in the rural parts of the counties or census divisions of Canada, 1931

Number on Map	County or Census Division	Rural Population Total	At School (all ages)	Average Number Months at School in Year
	Prince Edward Island—			
1	Kings	16,469	3,461	7.36
2	Prince	26,154	5,739	7.47
3	Queens	25,030	4,584	7.47
	Nova Scotia—			
1	Annapolis	13,528	2,812	7.59
2	Antigonish	8,509	1,888	7.47
3	Cape Breton	23,154	5,258	7.61
4	Colchester	16,347	3,820	7.45
5	Cumberland	18,506	4,189	7.55
6	Digby	16,941	3,767	7.67
7	Guysborough	12,893	2,308	7.22
8	Halifax	31,829	7,113	7.53
9	Hants	15,657	3,789	7.50
10	Inverness	16,518	3,778	7.18
11	Kings	18,669	4,249	7.57
12	Lunenburg	24,620	5,188	7.53
13	Pictou	15,447	3,213	7.50
14	Queens	7,945	1,432	7.59
15	Richmond	11,068	2,327	7.53
16	Shelburne	9,131	2,025	7.50
17	Victoria	8,009	1,619	7.39
18	Yarmouth	12,590	2,864	7.76
	New Brunswick—			
1	Albert	7,679	1,653	7.55
2	Carleton	16,630	4,055	7.35
3	Charlotte	13,871	3,805	7.55
4	Gloucester	38,614	8,219	7.44
5	Kent	23,478	5,020	7.41
6	Kings	17,040	3,688	7.57
7	Madawaska	18,067	3,885	7.82
8	Northumberland	26,724	6,064	7.31
9	Queens	11,219	2,416	7.44
10	Restigouche	19,380	4,125	7.45
11	St. John	14,099	2,930	7.87
12	Sunbury	6,999	1,567	7.51
13	Victoria	13,551	3,238	7.48
14	Westmorland	31,903	7,510	7.48
15	York	20,135	4,554	7.43
	Quebec—			
1	Abitibi	19,421	3,691	7.25
2	Argenteuil	13,350	3,229	7.64
3	Arthabaska	16,748	4,022	7.69
4	Bagot	11,065	2,772	7.69
5	Beauce	33,366	7,637	7.66
6	Beauharnois	6,000	1,204	7.79
7	Bellechasse	20,714	5,000	7.55
8	Berthier	15,237	3,698	7.75
9	Bonaventure	32,432	6,783	7.71
10	Brome	8,866	1,662	7.52
11	Chambly	9,439	2,300	7.72
12	Champlain	29,245	6,801	7.70
13	Charlevoix	15,347	3,233	7.70
14	Châteauguay	9,545	1,970	7.74
15	Chicoutimi	18,333	4,049	7.63
16	Compton	14,322	3,075	7.61
17	Deux-Montagnes	11,782	2,449	7.75
18	Dorchester	26,782	6,001	7.61
19	Drummond	34,826	8,469	7.78
20	Frontenac	20,345	4,570	7.65
21	Gaspé	41,818	8,519	7.63
22	Hull	25,799	4,859	7.56
23	Huntingdon	10,358	2,004	7.66
24	Iberville	5,895	1,349	7.73
25	Joliette	15,652	3,575	7.65
26	Kamouraska	21,737	5,167	7.64
27	Labelle	14,783	2,994	7.55
28	Lac-St-Jean	30,614	6,935	7.72
29	Laprairie	10,002	2,106	7.81
30	L'Assomption	9,945	2,035	7.66
31	Lévis	12,915	2,568	7.77
32	L'Islet	18,669	3,969	7.63
33	Lotbinière	16,878	3,759	7.66
34	Maskinongé	12,970	3,050	7.70
35	Matane	27,820	5,936	7.53
36	Mégantic	17,191	3,777	7.56
37	Missisquoi	10,042	1,922	7.78
38	Montcalm	10,759	2,379	7.68
39	Montmagny	16,312	3,473	7.72

TABLE 35. Population, number of persons attending school (all ages) and average number of months at school during the year in the rural parts of the counties or census divisions of Canada, 1931—Con.

Number on Map	County or Census Division	Rural Population		Average Number Months at School in Year
		Total	At School (all ages)	
	Quebec—Con.			
42	Montmorency	13,891	2,968	7·79
43	Montreal Island	12,100	1,660	7·82
44	Jesus Island	10,242	1,875	7·88
45	Napierville	5,842	1,771	7·71
46	Nicolet	21,845	5,323	7·60
47	Papineau	17,147	3,530	7·51
48	Pontiac	16,651	3,046	7·02
49	Portneuf	22,190	4,644	7·73
50	Quebec	20,659	3,596	7·72
51	Richelieu	8,651	1,702	7·80
52	Richmond	11,850	2,474	7·76
53	Rimouski	22,202	5,030	7·06
54	Rouville	8,690	1,831	7·69
55	Saguenay	20,641	3,131	7·45
56	Shefford	13,494	2,729	7·73
57	Sherbrooke	6,452	1,212	7·70
58	Soulanges	5,873	1,208	7·68
59	St-Hyacinthe	9,793	2,005	7·61
60	St-Jean	9,072	1,941	7·61
61	St-Maurice	5,700	1,126	7·61
62	Temiscamingue	10,582	3,988	7·74
63	Temiscouata	11,521	2,534	7·63
64	Terrebonne	30,066	8,591	7·50
65	Vaudreuil	18,068	3,967	7·71
66	Verchères	6,576	1,406	7·85
67	Wolfe	8,025	1,066	7·65
68	Yamaska	12,179	2,831	7·70
	Ontario—			
1	Addington	6,425	1,184	7·64
2	Algoma	18,058	3,783	7·65
3	Brant	19,232	3,855	2·77
4	Bruce	25,886	4,726	7·72
5	Carleton	35,126	7,710	7·78
6	Cochrane	32,562	5,422	7·50
7	Dufferin	10,619	2,001	7·47
8	Dundas	11,702	2,449	7·82
9	Durham	15,656	2,849	7·69
10	Elgin	21,960	4,158	7·76
11	Essex	39,368	8,708	7·73
12	Frontenac	19,570	3,840	7·50
13	Glengarry	15,275	3,203	7·74
14	Grenville	9,926	1,848	7·66
15	Grey	33,551	6,179	7·61
16	Haldimand	14,015	2,759	7·72
17	Haliburton	5,997	1,255	7·49
18	Halton	13,075	2,559	7·72
19	Hastings	30,948	6,287	7·56
20	Huron	31,464	5,728	7·61
21	Kenora	10,344	1,706	7·83
22	Kent	34,594	6,943	7·68
23	Lambton	27,160	5,149	7·64
24	Lanark	14,828	2,699	7·69
25	Leeds	20,019	3,450	7·71
26	Lennox	8,173	1,476	7·69
27	Lincoln	20,747	4,174	7·77
28	Manitoulin	8,981	1,675	7·64
29	Middlesex	40,735	7,796	7·75
30	Muskoka	12,737	2,600	7·63
31	Nipissing	18,170	3,892	7·62
32	Norfolk	21,409	3,846	7·62
33	Northumberland	19,541	3,551	7·63
34	Ontario	27,023	5,157	7·69
35	Oxford	25,794	4,673	7·64
36	Parry Sound	18,475	3,987	7·56
37	Peel	19,773	3,896	7·74
38	Perth	23,972	4,341	7·61
39	Peterborough	18,270	3,693	7·64
40	Prescott	16,918	2,900	7·76
41	Prince Edward	11,466	2,066	7·76
42	Rainy River	10,487	2,157	7·70
43	Renfrew	30,791	6,425	7·87
44	Russell	15,374	3,324	7·72
45	Simcoe	43,158	8,558	7·67
46	Stormont	21,624	4,178	7·77
47	Sudbury	32,884	6,998	7·69
48	Thunder Bay	19,023	3,955	7·75
49	Timiskaming	25,417	4,896	7·63
50	Victoria	15,415	2,821	7·71
51	Waterloo	23,516	4,617	7·76

TABLE 35. Population, number of persons attending school (all ages) and average number of months at school during the year in the rural parts of the counties or census divisions of Canada, 1931—Con.

Number on Map	County or Census Division	Rural Population		Average Number of Months at School in Year
		Total	At School (all ages)	
	Ontario—Con.			
62	Welland...	30,197	6,741	7·86
63	Wellington...	26,193	4,774	7·67
64	Wentworth...	27,048	5,192	7·80
56	York..	180,263	38,163	7·83
56	District of Patricia..................................	3,973	204	3·72
	Manitoba—			
	Division No. 1......................................	22,817	5,099	7·63
	Division No. 2......................................	33,646	7,708	7·67
	Division No. 3......................................	24,576	5,207	7·66
	Division No. 4......................................	15,054	2,931	7·70
	Division No. 5......................................	38,898	9,026	7·75
	Division No. 6......................................	37,088	8,431	7·76
	Division No. 7......................................	18,582	3,959	7·66
	Division No. 8......................................	14,855	3,102	7·65
	Division No. 9......................................	38,889	9,314	7·85
	Division No. 10.....................................	15,387	3,580	7·61
	Division No. 11.....................................	23,782	5,506	7·70
	Division No. 12.....................................	23,138	5,788	7·44
	Division No. 13.....................................	18,077	4,618	7·66
	Division No. 14.....................................	22,336	5,196	7·53
	Division No. 15.....................................	9,049	1,995	7·40
	Division No. 16.....................................	26,639	4,070	7·56
	Saskatchewan—			
	Division No. 1......................................	31,096	6,828	7·69
	Division No. 2......................................	31,561	7,608	7·55
	Division No. 3......................................	37,936	9,502	7·44
	Division No. 4......................................	22,178	5,024	7·14
	Division No. 5......................................	38,418	8,875	7·62
	Division No. 6......................................	44,358	10,714	7·70
	Division No. 7......................................	35,441	8,688	7·62
	Division No. 8......................................	36,705	9,022	7·60
	Division No. 9......................................	47,454	11,518	7·56
	Division No. 10.....................................	35,539	8,813	7·50
	Division No. 11.....................................	34,101	8,340	7·69
	Division No. 12.....................................	30,974	7,094	7·69
	Division No. 13.....................................	33,237	8,006	7·66
	Division No. 14.....................................	40,409	8,136	7·35
	Division No. 15.....................................	63,643	13,912	7·45
	Division No. 16.....................................	37,966	7,994	7·26
	Division No. 17.....................................	23,534	4,624	7·47
	Division No. 18.....................................	6,339	502	7·17
	Alberta—			
	Division No. 1......................................	15,909	3,575	7·61
	Division No. 2......................................	29,383	6,442	7·89
	Division No. 3......................................	11,804	2,640	7·63
	Division No. 4......................................	21,666	4,493	7·88
	Division No. 5......................................	23,065	5,637	7·73
	Division No. 6......................................	46,436	9,827	7·85
	Division No. 7......................................	30,558	7,553	7·81
	Division No. 8......................................	45,250	9,935	7·80
	Division No. 9......................................	22,184	4,431	7·58
	Division No. 10.....................................	50,113	12,134	7·74
	Division No. 11.....................................	41,641	8,967	7·71
	Division No. 12.....................................	11,920	2,035	7·32
	Division No. 13.....................................	23,368	4,939	7·47
	Division No. 14.....................................	36,962	7,984	7·58
	Division No. 15.....................................	12,260	2,025	7·47
	Division No. 16.....................................	24,706	4,105	7·26
	Division No. 17.....................................	5,788	708	6·66
	British Columbia—			
	Division No. 1......................................	16,707	3,166	7·90
	Division No. 2......................................	19,508	3,169	7·76
	Division No. 3......................................	28,918	5,429	7·85
	Division No. 4......................................	91,909	19,909	7·84
	Division No. 5......................................	65,172	11,280	7·86
	Division No. 6......................................	21,732	3,443	7·77
	Division No. 7......................................	12,658	1,827	7·63
	Division No. 8......................................	16,701	2,663	7·76
	Division No. 9......................................	11,380	1,447	7·38
	Division No. 10.....................................	7,015	1,068	7·30
	Yukon..	2,870	144	7·38
	Northwest Territories..............................	9,723	244	7·00

TABLE 36. Numerical and percentage distribution of counties according to percentages at school for Canadian-, British- and foreign-born population 7-14 years of age, Canada, 1931

P.C. at School of the Population 7-14	No. of Counties			P.C. of Total No. of Counties in Each Class			P.C. Not at School of the Population 7-14
	Canadian Born	British Born	Foreign Born	Canadian Born	British Born	Foreign Born	
TOTAL	**220**	**197¹**	**220**	**100·00**	**100·00**	**100·00**	
100	-	26	13	-	13·20	5·91	0
98-99	1	15	3	0·45	7·61	1·36	1- 2
96-97	43	41	23	19·55	20·81	10·45	3- 4
94-95	45	39	37	20·45	19·80	16·82	5- 6
92-93	33	27	29	15·00	13·71	13·18	7- 8
90-91	24	14	23	10·91	7·11	10·45	9-10
88-89	24	8	21	10·91	4·06	9·55	11-12
86-87	25	5	14	11·36	2·54	6·36	13-14
84-85	9	8	12	4·09	4·06	5·45	15-16
82-83	8	1	11	3·64	0·51	5·00	17-18
80-81	2	2	10	0·91	1·02	4·55	19-20
78-79	-	2	4	-	1·02	1·82	21-22
76-77	1	-	3	0·45	-	1·36	23-24
74-75	1	3	2	0·45	1·52	0·91	25-26
72-73	-	-	2	-	-	0·91	27-28
70-71	-	1	3	-	0·51	1·36	29-30
68-69	1	-	1	0·45	-	0·45	31-32
66-67	-	1	1	-	0·51	0·45	33-34
64-65	-	-	1	-	-	0·45	35-36
60-61	-	-	1	-	-	0·45	39-40
56-57	1	-	2	0·45	-	0·91	43-44
50-51	-	3	1	-	1·52	0·45	49-50
42-43	-	1	1	-	0·51	0·45	57-58
32-33	1	-	1	0·45	-	0·45	67-68
Under 20	1	-	1	0·45	-	0·45	Over 80
Mean P.C. at School	90·9	93·0	88·7				
Standard Deviation	8·53	8·50	10·07				

¹There were 23 counties with no British-born population 7-14 years of age.

TABLE 37. Percentages at school of the population 7-14 years of age, density of population per square mile, percentages of total population urban, rural non-farm and British races, Canada, by counties or census divisions, 1931

Number on Map	County or Census Division	P.C. at School of the Population 7-14	Density of Population per Square Mile	Urban (incorporated)	Rural Non-Farm	British Races
	Prince Edward Island—					
1	Kings	93	30	14	10	92
2	Prince	93	40	17	19	72
3	Queens	94	49	13	12	90
	Nova Scotia—					
1	Annapolis	95	13	17	27	84
2	Antigonish	91	19	18	9	77
3	Cape Breton	95	95	75	14	83
4	Colchester	96	17	35	18	91
5	Cumberland	95	22	49	17	85
6	Digby	94	19	9	37	42
7	Guysborough	89	10		17	74
8	Halifax	95	49	68	19	80
9	Hants	95	16	19	24	87
10	Inverness	93	18		6	73
11	Kings	94	29	25	24	87
12	Lunenburg	92	27	22	26	86
13	Pictou	95	38	60	10	89
14	Queens	93	11	25	34	66
15	Richmond	88	23		40	39
16	Shelburne	93	13	27	48	88
17	Victoria	88	7		21	97
18	Yarmouth	93	25	40	20	55
	New Brunswick—					
1	Albert	94	11		33	88
2	Carleton	96	16	20	21	96
3	Charlotte	95	17	35	32	96
4	Gloucester	88	22	8	19	16
5	Kent	85	13		21	21
6	Kings	94	14	14	23	94
7	Madawaska	82	14	19	26	7
8	Northumberland	90	7	22	24	72
9	Queens	93	8		35	91
10	Restigouche	85	9	35	39	35
11	St. John	96	100	77	19	88
12	Sunbury	90	6		47	83
13	Victoria	92	7	10	36	60
14	Westmorland	94	40	44	21	56
15	York	95	9	38	20	92
	Quebec—					
1	Abitibi	82		18	35	3
2	Argenteuil	90	24	39	34	40
3	Arthabaska	90	41	38	6	1
4	Bagot	89	49	29	5	1
5	Beauce	88	40	28	10	1
6	Beauharnois	88	171	70	5	10
7	Bellechasse	89	34	4	27	—
8	Berthier	91	11	22	24	1
9	Bonaventure	87	9		24	23
10	Brome	89	25	29	8	53
11	Chambly	93	194	65	21	35
12	Champlain	90	7	51	19	30
13	Charlevoix	92	10	33	20	2
14	Chateauguay	91	50	27	22	24
15	Chicoutimi	88	37	67	9	4
16	Compton	91	29	35	9	31
17	Deux-Montagnes	90	51	18	33	2
18	Dorchester	86	33	4	21	4
19	Drummond	92	49	43	14	8
20	Frontenac	88	19	21	16	3
21	Gaspé	83	10	8	17	20
22	Hull	88	20	60	16	19
23	Huntingdon	87	34	16	19	44
24	Iberville	88	47	37	8	4
25	Joliette	87	11	43	15	2
26	Kamouraska	88	23	9	32	—
27	Labelle	82	8	27	10	1
28	Lac-St-Jean	87	2	39	11	2
29	Laprairie	91	79	29	32	5
30	L'Assomption	88	62	35	15	3
31	Lévis	89	131	64	16	3
32	L'Islet	86	23	4	35	1
33	Lotbinière	89	32	27	7	2
34	Maskinongé	87	7	19	24	1
35	Matane	84	13	39	13	2
36	Mégantic	89	41	52	9	7
37	Missisquoi	89	85	49	8	29
38	Montcalm	89	4	32	15	5
39	Montmagny	86	32	19	33	1

TABLE 37.   Percentages at school of the population 7-14 years of age, density of population per square mile, percentages of total population urban, rural non-farm and British races, Canada, by counties or census divisions, 1931—Con.

Number on Map	County or Census Division	P.C. at School of the Population 7-14	Density of Population per Square Mile	P.C. of Total Population Urban (incorporated)	Rural Non-Farm	British Races
	Quebec—Con.					
42	Montmorency	88	8	18	38	2
43	Montreal Island	93	4,994	99	1	26
44	Jesus Island	92	174	37	31	5
45	Napierville	86	51	27	6	2
46	Nicolet	91	46	24	8	1
47	Papineau	83	19	41	10	14
48	Pontiac	81	2	22	19	53
49	Portneuf	89	25	38	15	3
50	Quebec	89	62	88	6	7
51	Richelieu	88	97	62	7	1
52	Richmond	88	46	53	6	21
53	Rimouski	87	16	33	21	2
54	Rouville	90	57	37	8	4
55	Saguenay	60	–	5	80	11
56	Shefford	86	50	54	4	13
57	Sherbrooke	90	157	83	5	26
58	Soulanges	91	67	35	16	5
59	Stanstead	90	58	61	5	33
60	St-Hyacinthe	90	93	65	5	1
61	St-Jean	92	96	68	6	10
62	St-Maurice	92	88	77	8	4
63	Témiscouata	88	28	28	19	1
64	Témiscaming	88	2	44	13	12
65	Terrebonne	89	49	53	13	5
66	Vaudreuil	87	60	45	13	12
67	Verchères	87	63	36	10	3
68	Wolfe	87	25	28	30	5
69	Yamaska	90	46	24	12	–
	Ontario—					
1	Addington	90	8	7	26	81
2	Algoma	89	2	61	19	57
3	Brant	97	127	64	13	81
4	Bruce	93	26	29	8	73
5	Carleton	97	180	79	10	64
6	Cochrane	90	1	44	38	34
7	Dufferin	97	27	29	3	96
8	Dundas	95	42	27	12	68
9	Durham	96	41	39	13	95
10	Elgin	98	60	49	11	88
11	Essex	97	226	75	9	88
12	Frontenac	94	29	57	14	86
13	Glengarry	93	39	18	21	49
14	Grenville	96	35	30	13	90
15	Grey	96	34	42	6	84
16	Haldimand	97	44	35	11	75
17	Haliburton	95	4	–	37	89
18	Halton	96	73	49	17	90
19	Hastings	95	25	47	15	83
20	Huron	96	35	30	12	88
21	Kenora	92	1	53	32	49
22	Kent	95	68	45	14	71
23	Lambton	96	49	50	15	87
24	Lanark	95	29	56	9	83
25	Leeds	95	29	43	18	90
26	Lennox	96	40	32	13	92
27	Lincoln	97	103	62	13	77
28	Manitoulin	92	7	17	30	75
29	Middlesex	96	93	66	11	90
30	Muskoka	96	13	29	26	84
31	Nipissing	93	5	56	17	40
32	Norfolk	95	49	32	15	76
33	Northumberland	96	43	38	12	92
34	Ontario	96	70	55	15	87
35	Oxford	96	63	46	11	86
36	Parry Sound	94	6	29	29	82
37	Peel	97	60	30	28	90
38	Perth	95	61	38	5	71
39	Peterborough	96	31	58	15	92
40	Prescott	91	50	31	17	20
41	Prince Edward	94	41	31	12	92
42	Rainy River	92	3	40	23	51
43	Renfrew	93	17	41	14	54
44	Russell	93	45	17	21	32
45	Simcoe	93	50	48	14	85
46	Stormont	92	79	55	33	47
47	Sudbury	93	3	44	30	32
48	Thunder Bay	94	1	71	16	49
49	Timiskaming	91	6	31	16	46
50	Victoria	96	19	40	14	96
51	Waterloo	96	174	74	8	40

TABLE 37. Percentages at school of the population 7-14 years of age, density of population per square mile, percentages of total population urban, rural non-farm and British races, Canada, by counties or census divisions, 1931—Con.

Number on Map	County or Census Division	P.C. at School of the Population 7-14	Density of Population per Square Mile	P.C. of Total Population		
				Urban (incorporated)	Rural Non-Farm	British Races
	Ontario—Con.					
52	Welland	97	214	64	23	60
53	Wellington	97	57	55	9	84
54	Wentworth	98	415	88	7	80
55	York	97	972	79	18	83
56	District of Patricia	17	–	–	97	9
	Manitoba—					
	Division No. 1	88	5	–	21	7
	Division No. 2	92	17	13	16	20
	Division No. 3	93	10	8	23	66
	Division No. 4	93	7	18	13	80
	Division No. 5	93	9	16	37	33
	Division No. 6	95	117	87	6	59
	Division No. 7	97	14	50	12	78
	Division No. 8	97	9	25	16	81
	Division No. 9	97	37	14	57	70
	Division No. 10	93	8	14	19	62
	Division No. 11	94	10	18	18	69
	Division No. 12	92	8	3	17	14
	Division No. 13	92	7	22	11	35
	Division No. 14	91	7	14	10	43
	Division No. 15	93	4	10	22	61
	Division No. 16	76	–	13	64	25
	Saskatchewan—					
	Division No. 1	97	7	25	8	61
	Division No. 2	96	6	26	6	49
	Division No. 3	94	6	19	7	44
	Division No. 4	96	4	21	5	46
	Division No. 5	95	9	29	5	45
	Division No. 6	97	16	60	5	58
	Division No. 7	97	8	44	4	61
	Division No. 8	97	5	26	6	47
	Division No. 9	95	12	22	6	26
	Division No. 10	94	9	15	7	35
	Division No. 11	97	15	61	3	61
	Division No. 12	96	7	24	7	63
	Division No. 13	96	6	23	7	56
	Division No. 14	89	3	13	°13	50
	Division No. 15	93	10	24	9	27
	Division No. 16	91	5	22	10	38
	Division No. 17	87	4	14	15	53
	Division No. 18	32	–	–	85	8
	Alberta—					
	Division No. 1	98	4	45	8	51
	Division No. 2	97	9	49	13	55
	Division No. 3	97	9	22	11	44
	Division No. 4	97	5	25	12	66
	Division No. 5	97	3	13	12	58
	Division No. 6	97	13	67	10	69
	Division No. 7	97	6	20	6	56
	Division No. 8	96	9	20	8	54
	Division No. 9	94	2	9	26	57
	Division No. 10	97	8	14	6	33
	Division No. 11	97	27	67	3	58
	Division No. 12	91	1	14	35	50
	Division No. 13	88	3	6	13	21
	Division No. 14	91	5	6	10	34
	Division No. 15	82	1	10	26	32
	Division No. 16	85	3	11	14	48
	Division No. 17	58	–	–	79	21
	British Columbia—					
	Division No. 1	97	1	26	61	60
	Division No. 2	92	3	52	21	57
	Division No. 3	94	4	29	31	66
	Division No. 4	97	39	74	17	75
	Division No. 5	95	9	48	42	77
	Division No. 6	88	1	28	36	60
	Division No. 7	91	–	–	92	52
	Division No. 8	85	–	22	42	51
	Division No. 9	90	–	39	58	43
	Division No. 10	78	–	–	50	57

TABLE 38. Own children 7-14 years of age not at school, by nativity and literacy of parent, Canada and provinces, 1931

Nativity of Parent and Province	Number of Own Children 7-14 Not at School in Families with					
	Two Parents Living Together			One Head Only		
	Total	With Literate Parents	With Illiterate Parents	Total	With Literate Parent	With Illiterate Parent
CANADA	86,793	67,158	19,635	9,416	7,600	1,816
Prince Edward Island	671	631	40	108	102	6
Nova Scotia	3,990	3,182	808	602	511	91
New Brunswick	5,520	3,243	2,277	590	428	162
Quebec	41,501	33,272	8,229	4,255	3,629	626
Ontario	14,070	11,786	2,284	1,589	1,361	228
Manitoba	5,245	3,704	1,541	584	415	169
Saskatchewan	7,227	5,368	1,859	665	490	175
Alberta	5,463	4,201	1,262	564	403	161
British Columbia	3,106	1,771	1,335	459	261	198
Canadian born	68,013	51,602	16,411	7,603	6,028	1,575
Prince Edward Island	652	612	40	104	98	6
Nova Scotia	3,556	2,839	717	547	464	83
New Brunswick	5,170	3,007	2,163	562	404	158
Quebec	38,631	30,824	7,807	3,937	3,356	581
Ontario	10,777	8,836	1,941	1,238	1,039	199
Manitoba	2,515	1,788	727	326	222	104
Saskatchewan	2,963	1,828	1,135	304	175	129
Alberta	2,091	1,259	832	289	155	134
British Columbia	1,658	609	1,049	296	115	181
British born	5,419	5,272	147	604	599	5
Prince Edward Island	10	10	-	1	1	-
Nova Scotia	312	243	69	37	34	3
New Brunswick	154	150	4	10	10	-
Quebec	863	842	21	124	123	1
Ontario	1,584	1,562	22	195	194	1
Manitoba	462	459	3	46	46	-
Saskatchewan	692	679	13	67	67	-
Alberta	611	605	6	50	50	-
British Columbia	631	622	9	74	74	-
Foreign born	13,361	10,284	3,077	1,209	973	236
Prince Edward Island	9	9	-	3	3	-
Nova Scotia	122	100	22	18	13	5
New Brunswick	196	86	110	18	14	4
Quebec	2,007	1,606	401	194	150	44
Ontario	1,609	1,288	321	156	128	28
Manitoba	2,268	1,457	811	212	138	74
Saskatchewan	3,572	2,861	711	294	248	46
Alberta	2,761	2,337	424	225	198	27
British Columbia	817	540	277	89	72	17

TABLE 39.　Percentages of own children 7-14 years of age not at school, by nativity and literacy of parent, Canada and provinces, 1931

	Percentage of Own Children 7-14 Not at School in Families with					
	Two Parents Living Together			One Head Only		
Nativity of Parent and Province	Total (1)	With Literate Parents (2)	With Illiterate Parents (3)	Total (4)	With Literate Parent (5)	With Illiterate Parent (6)
CANADA	5·63	4·75	15·65	6·45	5·61	19·95
Prince Edward Island	5·27	5·10	11·24	6·01	6·44	22·22
Nova Scotia	5·21	4·47	14·84	6·55	5·88	18·46
New Brunswick	8·23	5·76	21·25	9·25	7·50	24·07
Quebec	8·95	7·95	18·23	11·20	10·25	24·04
Ontario	3·09	2·72	9·95	3·48	3·09	13·36
Manitoba	4·81	3·84	12·28	5·68	4·49	16·34
Saskatchewan	4·54	3·71	13·22	4·85	3·90	15·22
Alberta	4·79	3·97	15·36	5·12	3·94	20·43
British Columbia	3·77	2·30	24·69	4·56	2·76	31·58
Canadian born	6·85	5·66	20·51	7·93	6·68	27·50
Prince Edward Island	5·28	5·09	11·56	6·80	6·52	22·22
Nova Scotia	5·42	4·64	16·27	6·88	6·13	21·45
New Brunswick	8·40	5·85	21·17	9·50	7·68	24·05
Quebec	9·38	8·31	18·92	11·66	10·68	24·78
Ontario	3·66	3·16	13·62	4·03	3·50	19·34
Manitoba	6·45	4·88	31·11	7·83	5·70	39·39
Saskatchewan	5·77	3·76	41·62	6·29	3·85	44·48
Alberta	6·82	4·38	43·88	8·45	4·97	44·82
British Columbia	6·42	2·62	41·04	8·11	3·57	42·29
British born	2·16	2·11	9·41	2·47	2·46	4·76
Prince Edward Island	4·76	4·78	–	6·67	6·67	–
Nova Scotia	3·99	3·35	12·19	4·37	4·23	6·38
New Brunswick	4·99	4·94	8·16	4·07	4·08	–
Quebec	4·11	4·04	14·89	6·36	6·35	7·69
Ontario	1·62	1·61	4·98	1·95	1·94	4·17
Manitoba	1·80	1·80	4·16	1·95	1·95	–
Saskatchewan	2·48	2·45	11·30	2·72	2·72	–
Alberta	2·37	2·36	6·25	2·05	2·05	–
British Columbia	1·76	1·74	11·25	1·81	1·81	–
Foreign born	4·50	4·07	7·90	4·73	4·36	7·22
Prince Edward Island	5·81	6·16	–	15·00	15·00	–
Nova Scotia	3·83	3·68	4·69	4·69	4·00	8·47
New Brunswick	8·31	4·50	24·50	8·14	6·80	26·67
Quebec	6·54	5·95	10·77	8·53	7·40	17·89
Ontario	2·78	2·61	3·79	3·12	2·96	4·28
Manitoba	5·11	4·26	8·00	4·50	3·51	9·41
Saskatchewan	4·47	4·19	6·10	4·58	4·45	5·35
Alberta	4·80	4·53	6·81	4·37	4·24	5·58
British Columbia	3·03	3·0	10·00	3·80	3·35	8·85

TABLE 40. Number and percentage of own children 7-14 years of age not at school, by marital status of head of family and number of children, Canada, 1931

Marital Status of Head and Number of Children in Family	Own Children 7-14 Not at School		Marital Status of Head and Number of Children in Family	Own Children 7-14 Not at School	
	No.	P.C.		No.	P.C.
CANADA	**96,209**	**5·71**	Widowed	**6,853**	**6·70**
1 child	4,437	4·75	1 child	548	6·21
2-3 children	20,636	4·31	2-3 children	1,942	5·80
4-6 "	38,121	5·58	4-6 "	2,873	6·90
7-9 "	24,847	7·42	7-9 "	1,225	7·90
10-12 "	7,040	8·78	10-12 "	253	9·01
13-18 "	728	8·32	13-18 "	14	6·48
Married (parents living together)	**86,793**	**5·63**	Divorced	**70**	**4·06**
1 child	3,534	4·50	1 child	13	3·08
2-3 children	17,793	4·16	2-3 children	31	3·55
4-6 "	34,734	5·48	4-6 "	18	4·85
7-9 "	23,302	7·39	7-9 "	8	14·81
10-12 "	6,711	8·74	10-12 "	–	–
13-18 "	712	8·40	13-18 "	–	–
Married, one absent	**2,474**	**5·92**	Single	**19**	**15·08**
1 child	332	5·87	1 child	12	17·14
2-3 children	864	5·23	2-3 children	6	16·22
4-6 "	895	6·07	4-6 "	1	7·69
7-9 "	305	7·34	7-9 "	–	
10-12 "	76	13·04	10-12 "	–	
13-18 "	2	3·51	13-18 "	–	

TABLE 41. Number and percentage of own children 7-14 years of age not at school, by literacy and marital status of head of family, Canada and provinces, 1931

Marital Status of Head and Province	Own Children 7-14								
	Total			Not at School					
				Number			Percentage		
	Total	With Literate Parents	With Illiterate Parents[1]	Total	With Literate Parents	With Illiterate Parents[1]	Total	With Literate Parents	With Illiterate Parents[1]
ALL CLASSES	**1,686,358**	**1,551,764**	**-134,594**	**96,209**	**74,758**	**21,451**	**5·71**	**4·82**	**15·04**
Prince Edward Island	14,288	13,905	383	776	733	46	5·45	5·27	12·01
Nova Scotia	85,415	79,879	5,936	4,599	3,668	899	5·38	4·68	15·14
New Brunswick	73,413	62,024	11,389	6,110	3,671	2,439	8·32	5·92	21·42
Quebec	501,677	453,941	47,738	45,756	-36,901	8,855	9·12	8·13	18·55
Ontario	501,328	476,651	24,877	15,659	13,147	2,512	3·12	2·76	10·10
Manitoba	119,251	105,670	13,581	5,829	4,119	1,710	4·89	3·90	12·59
Saskatchewan	172,860	157,204	15,656	7,892	5,858	2,034	4·57	3·73	12·99
Alberta	124,964	115,961	9,003	6,027	4,604	1,423	4·82	3·97	15·81
British Columbia	92,562	86,529	6,033	3,565	2,052	1,533	3·85	2·35	25·41
Two parents living together	**1,540,451**	**1,414,960**	**125,491**	**86,793**	**67,158**	**19,635**	**5·63**	**4·75**	**15·65**
Prince Edward Island	12,724	12,368	356	671	631	40	5·27	5·10	11·24
Nova Scotia	76,631	71,188	5,443	3,991	3,183	808	5·21	4·47	14·84
New Brunswick	67,032	56,316	10,716	5,520	3,243	2,277	8·23	5·76	21·25
Quebec	463,682	418,550	45,132	41,501	33,272	8,229	8·95	7·95	18·23
Ontario	455,832	432,609	23,170	14,079	11,788	2,356	3·09	2·73	10·16
Manitoba	108,966	96,419	12,547	5,245	3,704	1,541	4·81	3·84	12·28
Saskatchewan	159,142	144,636	14,506	7,227	5,368	1,859	4·54	3·71	12·82
Alberta	113,956	105,741	8,215	5,463	4,201	1,269	4·79	3·97	15·38
British Columbia	82,486	77,080	5,406	3,106	1,771	1,335	3·77	2·30	24·69

[1]One or both parents illiterate.

TABLE 41.　Number and percentage of own children 7-14 years of age not at school, by literacy and marital status of head of family, Canada and provinces, 1931—Con.

Marital Status of Head and Province	Own Children 7-14								
	Total			Not at School					
				Number			Percentage		
	Total	With Literate Parents	With Illiterate Parents[1]	Total	With Literate Parents	With Illiterate Parents[1]	Total	With Literate Parents	With Illiterate Parents[1]
One parent only	145,967	136,864	9,103	9,410	7,600	1,816	6.45	5.61	19.95
Prince Edward Island	1,564	1,537	27	108	102	6	6.91	6.64	22.22
Nova Scotia	9,184	8,691	493	602	511	91	6.55	5.88	18.46
New Brunswick	6,381	5,708	673	590	428	162	9.25	7.50	24.07
Quebec	37,966	35,351	2,604	4,255	3,629	626	11.20	10.29	24.04
Ontario	45,096	43,389	1,707	1,589	1,361	228	3.48	3.09	13.36
Manitoba	10,285	9,251	1,034	584	415	169	5.68	4.49	16.34
Saskatchewan	13,718	12,568	1,150	665	490	175	4.85	3.90	15.22
Alberta	11,008	10,220	788	564	403	161	5.12	3.94	20.43
British Columbia	10,076	9,449	627	450	261	189	4.56	2.76	31.58
Married, one absent	41,761	39,692	2,069	2,474	2,095	379	5.92	5.28	18.32
Prince Edward Island	549	538	11	28	26	2	5.10	4.83	18.18
Nova Scotia	2,932	2,787	145	245	207	38	8.36	7.43	26.21
New Brunswick	1,627	1,514	113	129	110	19	7.93	7.27	16.81
Quebec	6,996	6,591	405	703	695	98	11.34	10.54	24.20
Ontario	14,195	13,764	431	500	453	47	3.52	3.29	10.90
Manitoba	3,285	3,007	278	185	139	46	5.63	4.62	16.55
Saskatchewan	4,457	4,145	312	232	183	49	5.21	4.41	15.71
Alberta	3,877	3,645	232	206	155	51	5.31	4.25	21.98
British Columbia	3,843	3,701	142	156	127	29	4.06	3.43	20.42
Widowed	102,295	95,340	6,955	6,853	5,429	1,424	6.70	5.69	20.47
Prince Edward Island	1,000	993	16	80	76	4	7.93	7.65	25.00
Nova Scotia	6,174	5,826	348	350	297	53	5.67	5.10	15.23
New Brunswick	4,683	4,124	559	457	315	142	9.76	7.64	25.40
Quebec	30,824	28,632	2,192	3,443	2,915	528	11.17	10.19	23.95
Ontario	31,026	29,766	1,262	1,074	896	178	3.46	3.01	14.10
Manitoba	6,528	6,063	733	396	274	122	5.88	4.50	16.64
Saskatchewan	9,037	8,209	828	426	300	126	4.71	3.65	15.22
Alberta	6,871	6,324	547	343	234	109	4.99	3.70	19.93
British Columbia	5,843	5,373	470	284	119	165	4.86	2.21	35.11
Divorced	1,725	1,667	58	70	63	7	4.06	3.78	12.07
Prince Edward Island	6	6	–	–	–	–	–	–	–
Nova Scotia	69	69	–	6	6	–	8.70	8.70	–
New Brunswick	61	60	1	1	1	–	1.64	–	100.00
Quebec	166	148	18	17	15	2	10.39	9.38	40.00
Ontario	425	418	7	8	8	–	1.88	1.91	–
Manitoba	165	146	22	3	3	–	1.79	1.37	4.55
Saskatchewan	206	198	8	5	5	–	2.43	2.53	–
Alberta	247	242	5	12	12	–	4.85	4.98	–
British Columbia	378	368	10	18	15	3	4.70	4.08	30.00
Single	120	105	21	19	13	6	15.86	12.38	2.86
Prince Edward Island	–	–	–	–	–	–	–	–	–
Nova Scotia	9	9	–	1	1	–	11.11	11.11	–
New Brunswick	10	10	–	3	3	–	30.00	30.00	–
Quebec	10	8	2	2	1	1	20.00	12.50	50.00
Ontario	48	41	7	7	4	3	14.58	9.76	42.86
Manitoba	6	5	1	–	–	–	–	–	–
Saskatchewan	18	16	2	2	2	–	11.11	12.50	–
Alberta	13	9	4	3	2	1	23.08	22.22	25.00
British Columbia	12	7	5	1	–	1	8.33	–	20.00

[1]One or both parents illiterate.

TABLE 42. Number and percentage of own children 7-14 years of age not at school, in families with wage-earner heads, husband and wife living together, by occupation group, Canada and provinces, 1931

	Own Children 7-14 Years of Wage-Earner Heads of Normal[1] Families											
Occupation Group	Canada			Prince Edward Island			Nova Scotia			New Brunswick		
	Total	Not at School		Total	Not at School		Total	Not at School		Total	Not at School	
		No.	P.C.		No.	P.C.		No.	P.C.		No.	P.C.
ALL OCCUPATIONS	807,639	35,075	4·35	3,278	224	6·83	46,850	2,232	4·77	33,306	2,274	6·83
Farm labourers	29,296	2,462	8·40	422	38	9·00	1,483	128	8·63	1,436	151	1·05
Other agriculture	1,604	72	4·49	39	3	8·33	65	—	—	55	3	1·20
Fishing, hunting, etc.	4,835	719	14·82	194	18	9·28	1,603	158	9·86	599	86	14·36
Logging	12,336	1,714	13·89	—	—	—	748	76	10·16	1,348	289	21·55
Mining and quarrying	24,451	1,137	4·66	—	—	—	9,589	420	4·38	538	54	10·04
Manufacturing	143,470	4,459	3·11	275	14	5·09	5,261	148	2·81	4,152	153	3·68
Building and construction	90,310	3,651	4·02	295	16	5·42	4,433	159	3·59	3,161	159	5·06
Electric light and power	6,072	357	3·30	45	2	4·17	1,376	54	3·92	631	22	3·49
Railway transportation	57,462	1,588	2·76	317	14	4·43	3,910	59	3·62	3,237	111	3·43
Water transportation	10,458	483	4·62	141	7	4·96	2,179	98	5·50	439	18	3·42
Road transportation	31,631	1,299	4·11	111	6	5·41	1,253	53	4·23	1,004	46	4·32
Other transportation	13,665	348	2·55	88	7	7·95	775	21	2·71	539	11	2·04
Warehousing and storage	11,634	238	2·16	38	1	2·63	474	12	2·53	264	5	1·89
Commercial	60,531	1,417	2·33	270	11	4·07	1,849	43	2·33	1,548	39	2·52
Finance, insurance	13,853	197	1·42	57	—	—	580	6	1·54	309	6	1·94
Public administration and defence	18,163	462	2·54	63	6	9·52	879	22	2·50	584	9	1·64
Professional service	30,677	613	1·99	114	4	3·51	1,146	24	2·09	810	13	1·60
Recreational service	1,639	38	2·54	1	—	100·00	34	4	11·11	34	1	2·94
Personal service	27,137	967	3·56	67	4	5·97	1,335	54	4·04	1,028	48	4·68
Laundering, cleaning, etc.	2,361	87	3·68	7	1	16·67	45	1	2·22	35	1	1·82
Clerical	50,221	672	2·29	103	5	4·85	909	18	1·94	535	11	1·32
Unskilled labourers	170,779	11,786	6·90	644	66	10·25	8,045	672	8·35	10,622	1,067	9·88
Unspecified	462	22	4·76	3	—	—	16	2	12·50	13	—	—
In non-wage-earner families	733,412	51,718	7·05	9,446	447	4·73	29,811	1,758	5·90	33,726	3,240	9·62
In rural other than agricultural wage-earner families	758,575	59,283	7·81	9,674	501	6·18	41,217	2,764	6·71	47,413	4,772	10·06

| | Quebec | | | Ontario | | | Manitoba | | | Saskatchewan | | |
| Occupation Group | Total | Not at School | | Total | Not at School | | Total | Not at School | | Total | Not at School | |
		No.	P.C.		No.	P.C.		No.	P.C.		No.	P.C.
ALL OCCUPATIONS	257,968	19,155	7·43	284,421	6,338	2·22	50,515	1,294	2·56	38,944	1,159	2·98
Farm labourers	5,118	644	12·58	10,392	518	4·98	2,500	255	10·19	4,008	376	9·38
Other agriculture	329	30	9·12	447	11	2·46	130	4	3·08	171	8	4·68
Fishing, hunting, etc.	288	98	32·99	759	76	10·01	222	107	4·82	87	18	20·69
Logging	6,399	1,078	16·54	1,840	179	9·73	149	6	4·05	79	4	5·06
Mining and quarrying	3,162	288	9·11	4,823	198	4·11	296	9	3·04	238	3	1·26
Manufacturing	47,188	2,538	6·01	55,086	990	1·80	6,873	99	1·43	2,908	33	1·11
Building and construction	36,738	2,501	6·81	29,215	502	1·72	4,989	82	1·64	2,941	53	1·80
Electric light and power	3,063	368	7·16	8,199	152	1·86	1,154	13	1·13	722	10	1·37
Railway transportation	14,152	727	5·14	19,493	344	1·76	5,277	85	1·61	4,923	92	1·91
Water transportation	3,451	230	6·66	1,947	51	2·62	95	3	3·16	64	9	14·06
Road transportation	10,298	774	7·52	12,391	294	2·39	2,195	29	1·32	1,193	17	1·42
Other transportation	3,128	144	4·60	5,215	102	1·96	983	12	1·22	1,123	32	2·85
Warehousing and storage	2,287	124	5·42	4,370	56	1·28	1,009	14	1·39	710	5	0·70
Commercial	17,162	733	4·26	20,542	319	1·56	4,738	55	1·16	6,145	103	1·68
Finance, insurance	4,437	104	2·34	4,872	50	1·03	984	6	0·61	991	8	0·81
Public administration and defence	5,874	260	4·43	5,835	98	1·47	1,266	18	1·42	1,009	15	1·49
Professional service	8,407	289	3·44	11,479	158	1·35	2,277	30	1·32	1,816	30	1·65
Recreational service	201	17	5·54	643	9	1·40	106	—	—	100	1	1·00
Personal service	3,364	568	6·79	9,256	162	1·75	2,035	39	1·92	1,329	22	1·66
Laundering, cleaning, etc.	905	63	6·52	995	13	1·31	104	4	3·85	44	1	2·27
Clerical	10,071	418	4·15	10,524	149	1·40	2,365	19	0·83	1,453	13	0·89
Unskilled labourers	64,413	6,355	10·54	55,031	1,906	3·46	10,774	498	3·77	6,890	308	4·44
Unspecified	150	13	8·18	180	7	3·89	37	—	—			
In non-wage-earner families	205,714	22,346	10·86	171,411	7,742	4·52	58,451	3,951	6·76	120,198	6,068	5·05
In rural other than agricultural wage-earner families	193,410	24,408	12·62	153,637	9,203	5·01	64,137	4,428	6·90	110,944	6,200	5·59

[1] i.e., with husband and wife living together.

TABLE 42. Number and percentage of own children 7-14 years of age not at school, in families with wage-earner heads, husband and wife living together, by occupation group, Canada and provinces, 1931—Con.

	Own Children 7-14 Years of Wage-Earner Heads of Normal[1] Families					
	Alberta			British Columbia		
Occupation Group	Total	Not at School		Total	Not at School	
		No.	P.C.		No.	P.C.
ALL OCCUPATIONS...................	37,345	930	2·49	54,442	1,479	2·72
Farm labourers......................	2,272	196	8·63	1,656	156	9·42
Other agriculture....................	181	9	4·97	162	6	3·70
Fishing, hunting, etc................	38	16	42·11	1,063	145	13·64
Logging............................	96	8	8·33	1,577	94	5·96
Mining and quarrying...............	3,670	119	3·24	2,635	46	1·75
Manufacturing......................	3,758	69	1·84	7,258	119	1·63
Building and construction...........	2,957	55	1·86	5,661	108	1·91
Electric light and power............	964	14	1·45	1,865	37	1·98
Railway transportation..............	3,896	73	1·87	3,357	81	2·41
Water transportation................	48	–	–	2,092	70	3·35
Road transportation.................	1,218	38	3·12	2,011	42	2·09
Other transportation................	853	12	1·41	961	7	0·73
Warehousing and storage............	601	9	1·50	781	12	1·54
Commercial.........................	4,576	55	1·20	4,201	58	1·38
Finance, insurance..................	816	6	0·74	1,018	11	1·08
Public administration and defence....	1,072	13	1·21	1,581	33	2·09
Professional service.................	1,856	35	1·89	2,778	33	1·15
Recreational service	98	1	1·02	130	4	3·08
Personal service....................	1,493	25	1·67	2,253	45	2·00
Laundering, cleaning, etc...........	54	–	–	92	3	3·26
Clerical............................	1,611	13	0·81	2,292	26	1·13
Unskilled labourers.................	5,202	164	3·15	8,975	344	3·83
Unspecified........................	16	–	–	16	–	–
In non-wage-earner families	76,611	4,533	5·92	28,044	1,627	5·80
In rural other than agricultural wage-earner families.....................	72,457	4,669	6·44	35,987	2,338	6·50

TABLE 43. Number of illiterate husbands and wives in families with wage-earner heads, husband and wife living together, by occupation group, Canada and provinces, 1931

No.	Occupation Group	Husbands and Wives in Normal[1] Families with Wage-earner Heads							
		Canada		Prince Edward Island		Nova Scotia		New Brunswick	
		Total	Illiterate	Total	Illiterate	Total	Illiterate	Total	Illiterate
1	ALL OCCUPATIONS	2,067,739	65,467	7,578	214	99,334	3,817	70,176	4,550
2	Farm labourers	82,434	5,720	946	18	3,594	190	3,394	373
3	Other agriculture	3,956	38	96	1	160	–	158	–
4	Fishing, hunting, etc.	9,785	1,839	271	15	2,822	304	1,008	174
5	Logging	24,638	3,216	–	–	1,480	115	2,218	327
6	Mining and quarrying	51,356	2,893	–	–	16,536	914	970	64
7	Manufacturing	378,358	5,760	638	2	11,150	186	8,574	226
8	Electric light and power	46,144	729	108	3	2,459	67	1,228	33
9	Building and construction	210,218	4,314	728	19	9,172	204	5,906	270
10	Railway transportation	121,336	1,948	578	2	5,144	55	5,388	106
11	Water transportation	25,952	549	250	1	4,738	130	1,069	24
12	Road transportation	86,258	1,657	239	1	2,956	62	2,380	76
13	Other transportation	37,138	124	232	3	1,922	11	1,388	5
14	Warehousing and storage	32,593	127	94	1	1,050	2	706	5
15	Commercial	157,322	395	732	–	5,254	4	4,576	15
16	Finance, insurance	40,600	29	130	–	1,168	2	852	2
17	Public administration and defence	46,630	90	134	–	2,198	6	1,363	5
18	Professional service	101,358	107	368	–	3,354	1	2,418	4
19	Recreational service	4,888	49	14	–	249	2	110	2
20	Personal service	84,019	1,668	192	4	3,344	80	2,280	77
21	Laundering, cleaning, etc.	6,694	252	8	–	109	1	118	2
22	Clerical	102,224	114	274	–	2,682	2	2,492	7
23	Unskilled labourers	381,310	33,860	1,546	104	17,362	1,478	21,562	2,555
24	Unspecified	1,854	12	–	–	46	–	58	–
25	In non-wage-earner families	181,439	94,247	22,274	434	76,642	3,498	67,662	6,087
26	In rural other than agricultural wage-earner families	1,560,942	102,166	20,010	479	92,760	4,784	88,829	9,715

[1]*i.e.*, with husband and wife living together.

TABLE 44. Number of own children 7-14 years of age in families with wage-earner heads, husband and wife living together, with number and percentage not at school, number of husbands and wives and number and percentage illiterate, by occupation group, Canada, 1931

Occupation Group	Own Children 7-14			Husbands and Wives		
	Total	Not at School		Total	Illiterate	
		No.	P.C.		No.	P.C.
ALL OCCUPATIONS	807,039	35,075	4·35	2,067,739	65,467	3·17
Farm labourers	29,296	2,462	8·40	82,434	5,720	6·94
Other agriculture	1,604	72	4·49	3,956	38	0·96
Fishing, hunting, etc.	4,535	719	14·22	9,785	1,839	*18·85
Logging	12,338	1,714	13·89	24,638	3,216	13·06
Mining and quarrying	24,951	1,137	4·56	51,356	2,893	5·58
Manufacturing	143,470	454	3·11	378,350	5,760	1·52
Electric light and power production	20,028	667	3·33	46,144	729	1·57
Building and construction	90,310	3,631	4·02	210,218	4,314	2·05
Railway transportation	57,402	1,589	2·76	121,336	1,948	1·61
Water transportation	10,450	485	4·62	25,952	549	2·12
Road transportation	31,631	1,399	4·11	86,258	1,637	1·90
Other transportation	13,665	348	2·55	37,138	124	0·33
Warehousing and storage	11,084	238	2·16	32,593	127	0·39
Commercial	60,831	1,417	2·33	157,322	395	0·25
Finance, insurance	13,833	197	1·42	40,600	29	0·07
Public administration and defence	18,163	462	2·54	46,630	90	0·19
Professional service	30,677	612	1·99	101,358	107	0·11
Recreational service	1,439	38	2·64	4,888	49	1·00
Personal service	27,157	967	3·56	84,016	1,668	1·99
Laundering, cleaning, etc.	2,361	87	3·68	6,694	252	3·76
Clerical	36,251	677	1·62	102,224	114	0·11
Unskilled labourers	170,779	11,736	6·98	381,310	33,860	8·88
Unspecified	462	22	4·76	1,234	13	1·05
In non-wage-earner families	733,412	51,718	7·05	1,646,484	94,247	5·72
In rural other than agricultural wage-earner families	758,875	59,285	7·81	1,560,942	102,166	6·55

X=p.c. children 7-14 years of age not at school.
Y=p.c. husbands and wives illiterate.

$\sigma_X = 3·36$ R=0·95
$\sigma_Y = 4·48$ Y=1·26X−2·58

TABLE 43. Number of illiterate husbands and wives in families with wage-earner heads, husband and wife living together, by occupation group, Canada and provinces, 1931

Husbands and Wives in Normal Families with Wage-earner Heads												
Quebec		Ontario		Manitoba		Saskatchewan		Alberta		British Columbia		No.
Total	Illiterate	Total	Illiterate	Total	Illiterate	Total	Illiterate	Total	Illiterate	Total	Illiterate	
558,574	26,000	533,108	17,327	130,969	4,376	94,494	2,777	102,258	2,101	171,244	4,355	1
12,568	1,282	31,372	1,335	6,638	558	11,310	758	7,390	513	5,222	653	2
580	6	1,194	3	318	1	336	3	448	3	466	21	3
524	82	1,676	201	488	183	172	51	128	18	2,688	791	4
11,210	1,689	4,120	558	296	46	154	5	242	7	4,908	269	5
5,764	516	12,050	772	2,228	32	540	74	8,416	319	6,732	201	6
103,178	2,338	193,606	2,386	18,530	276	7,798	63	10,550	71	24,040	214	7
9,424	319	20,916	222	2,484	27	1,588	12	2,292	8	5,454	33	8
70,488	2,273	80,202	932	12,810	207	6,410	104	7,676	85	17,380	168	9
24,222	398	45,728	506	11,652	265	9,918	205	9,372	126	9,144	225	10
7,248	261	5,534	47	256	8	110	9	106	—	6,644	69	11
25,934	864	36,794	863	5,306	95	2,828	52	3,472	62	6,342	37	12
7,148	50	15,788	62	2,632	7	2,676	2	2,402	2	2,958	23	13
5,718	54	15,946	40	2,942	11	1,728	5	1,894	4	2,820	5	14
44,794	153	74,722	105	14,224	298	15,160	45	13,162	23	3,466	22	15
10,260	10	16,988	6	3,014	2	2,442	4	2,326	1	3,466	2	16
11,074	43	18,034	19	3,514	11	2,498	3	2,768	3	4,450	5	17
29,950	34	42,788	31	7,398	10	5,674	8	5,934	6	5,908	13	18
988	14	2,162	19	380	1	286	2	330	3	642	5	19
22,710	787	32,544	463	6,354	69	3,620	52	4,672	42	8,300	95	20
2,572	137	2,944	199	308	2	114	—	186	1	342	—	21
30,330	48	39,556	29	7,970	9	4,804	5	5,538	2	8,578	15	22
127,130	14,645	137,840	9,000	23,102	2,536	14,082	1,237	12,596	800	25,666	1,507	23
280		616	2	98	2	40		58		50		24
373,480	29,996	513,168	13,455	119,479	10,799	222,084	14,846	160,556	8,686	91,144	5,846	25
306,214	30,173	477,012	14,496	124,318	11,271	197,364	14,798	147,332	8,725	105,106	7,833	26

TABLE 45. Median years spent at school, by quinquennial age groups and sex, rural and urban, Prairie Provinces, 1936

Age Group	Median Years at School in											
	Manitoba		Saskatchewan		Alberta		Manitoba		Saskatchewan		Alberta	
	Male	Female	Male	Female	Male	Female	Rural	Urban	Rural	Urban	Rural	Urban
ALL AGES...	6·787	7·019	6·484	6·545	6·857	7·017	6·139	8·097	6·089	7·728	6·296	8·308
0-4 ...												
5- 9 ...	1·337	1·338	1·098	1·128	0·979	1·000	1·196	1·574	0·980	1·451	0·804	1·343
10-14 ...	6·043	6·130	5·945	6·025	6·005	6·056	5·890	6·360	5·825	6·349	5·826	6·378
15-19 ...	8·747	9·079	8·293	8·698	8·372	8·649	7·935	9·531	7·913	9·920	8·245	10·080
20-24 ...	8·722	9·390	8·232	8·931	8·416	9·755	7·937	10·108	7·918	10·484	8·321	10·682
25-29 ...	8·291	8·961	7·827	8·342	8·353	9·132	7·680	9·708	7·488	9·881	7·850	10·064
30-34 ...	7·855	8·449	7·363	7·771	7·820	8·423	7·425	9·108	7·012	9·087	7·380	9·465
35-39 ...	7·765	8·283	7·282	7·684	7·671	8·373	7·308	8·957	6·918	8·779	7·274	9·310
40-44 ...	7·736	8·274	7·380	7·876	7·813	8·470	7·262	8·951	7·026	9·014	7·398	9·458
45-49 ...	7·773	8·354	7·521	7·905	7·960	8·719	7·210	8·995	7·133	8·988	7·475	9·449
50-54 ...	7·438	8·122	7·505	7·796	7·980	8·488	7·130	8·867	7·117	8·888	7·449	9·240
55-59 ...	7·438	7·907	7·412	7·597	7·801	8·302	6·854	8·553	7·045	8·627	7·318	9·120
60-64 ...	7·318	7·549	7·186	7·335	7·611	8·090	6·838	8·387	6·844	8·208	7·164	8·873
65-69 ...	6·935	7·199	6·843	6·972	7·311	7·693	6·305	8·022	6·495	7·730	6·802	8·392
70-74 ...	6·740	7·040	6·596	6·676	7·122	7·333	6·042	7·801	6·151	7·492	6·379	8·055
75-79 ...	6·547	6·944	6·324	6·617	6·809	7·269	5·914	7·640	5·960	7·124	6·445	7·828
80-84 ...	6·376	6·560	6·231	6·498	6·590	7·134	5·727	7·278	5·708	7·140	6·235	7·482
85-89 ...	6·336	6·452	5·443	5·873	6·540	7·025	5·569	7·390	4·696	6·742	5·946	7·610

TABLE 46. Percentages¹ at school for specified number of years, rural and urban, Prairie Provinces, 1936

MANITOBA

Age Group	0 Years Rural	0 Years Urban	Under 5 Years Rural	Under 5 Years Urban	5-8 Years Rural	5-8 Years Urban	9-12 Years Rural	9-12 Years Urban	13 Years and over Rural	13 Years and over Urban
0– 4	99·99	99·98	0·01	0·02	–	–	–	–	–	–
5– 9	34·38	27·19	65·27	72·45	0·34	0·36	–	–	–	–
10–14	1·91	0·39	34·07	24·70	63·04	72·92	0·98	1·98	–	–
15–19	1·56	0·35	4·88	1·01	59·37	27·78	33·57	68·51	0·62	2·34
20–24	2·18	0·46	6·98	1·89	55·42	29·14	32·02	58·51	3·20	10·00
25–29	3·19	1·07	10·88	5·37	53·64	33·84	29·02	51·18	3·28	8·54
30–34	4·52	1·67	14·37	8·81	51·93	38·12	26·61	43·37	3·18	8·04
35–39	6·73	2·78	15·31	8·92	48·59	38·42	26·55	42·23	2·83	7·65
40–44	8·01	4·32	15·57	9·58	46·71	36·54	26·50	41·68	3·20	7·68
45–49	9·39	5·63	14·71	9·06	46·85	35·33	25·98	42·68	3·05	7·28
50–54	10·93	6·39	14·45	8·56	47·80	37·29	24·53	41·25	3·12	7·50
55–59	13·03	6·78	14·76	8·58	47·90	38·68	21·65	39·41	2·65	7·55
60–64	15·11	7·08	15·98	8·86	46·18	40·34	20·20	36·04	2·54	7·80
65–69	19·09	8·76	16·45	10·09	44·33	41·24	17·60	33·58	2·53	6·33
70–74	21·71	9·04	16·83	11·69	43·14	40·92	16·25	32·04	2·05	6·31
75–79	23·52	9·58	16·70	11·17	42·78	44·32	14·94	28·88	2·15	5·65
80–84	25·09	11·34	17·14	13·85	43·73	42·75	13·34	26·80	1·49	4·31
85–89	25·98	9·13	18·01	15·15	42·60	42·95	11·28	28·42	2·19	4·35
90–94	33·90	15·00	15·82	9·43	42·37	50·94	6·21	16·04	1·69	8·49
95–99	37·76	18·18	31·11	22·73	24·44	45·45	4·44	9·09	2·22	4·55
100 and over	87·50	71·43	–	–	12·50	14·29	–	14·29	–	–

SASKATCHEWAN

Age Group	0 Years Rural	0 Years Urban	Under 5 Years Rural	Under 5 Years Urban	5-8 Years Rural	5-8 Years Urban	9-12 Years Rural	9-12 Years Urban	13 Years and over Rural	13 Years and over Urban
0– 4	99·99	100·00	0·01	–	–	–	–	–	–	–
5– 9	37·89	29·73	61·80	69·87	0·31	0·40	–	–	–	–
10–14	1·44	0·42	35·81	25·52	61·77	71·35	0·97	2·71	–	–
15–19	1·10	0·47	3·21	0·71	62·74	29·97	32·47	65·44	0·48	3·41
20–24	1·37	0·59	4·40	1·72	60·64	29·08	30·45	54·57	3·14	13·74
25–29	2·52	1·23	10·02	4·61	60·23	34·20	24·43	49·78	2·80	10·18
30–34	4·55	2·11	17·05	8·37	55·88	38·63	20·02	41·06	2·21	9·83
35–39	6·33	2·95	17·83	8·44	53·43	39·91	20·29	39·53	1·87	8·95
40–44	7·10	3·22	16·34	7·78	52·42	38·53	21·91	40·88	2·22	9·29
45–49	7·49	3·15	14·97	6·88	53·34	40·09	22·73	40·87	2·27	9·01
50–54	7·53	3·22	13·16	6·33	55·38	42·03	21·49	39·64	2·43	8·78
55–59	8·92	3·46	12·96	7·48	55·03	43·07	20·63	36·84	2·47	9·15
60–64	11·49	4·69	13·97	9·01	53·25	45·39	18·65	32·55	2·45	8·18
65–69	16·13	6·95	15·15	10·60	50·10	47·54	16·25	28·37	2·34	6·54
70–74	20·27	7·54	16·26	13·35	46·31	46·81	14·53	25·80	2·13	5·43
75–79	21·71	8·80	17·60	15·44	44·97	48·52	13·72	22·97	2·10	4·27
80–84	25·42	10·70	16·76	13·58	44·22	48·07	11·81	23·87	1·79	3·79
85–89	29·02	9·50	21·37	20·35	38·93	46·50	8·35	19·25	0·92	4·50
90–94	41·38	17·50	20·11	22·50	31·03	40·00	5·75	16·25	1·72	3·75
95–99	60·00	22·22	17·14	16·67	11·42	38·39	14·42	11·11	–	11·11
100 and over	81·25	–	12·50	–	6·25	–	–	–	–	–

ALBERTA

Age Group	0 Years Rural	0 Years Urban	Under 5 Years Rural	Under 5 Years Urban	5-8 Years Rural	5-8 Years Urban	9-12 Years Rural	9-12 Years Urban	13 Years and over Rural	13 Years and over Urban
0– 4	99·99	100·00	0·01	–	–	–	–	–	–	–
5– 9	40·47	31·76	59·25	67·88	0·28	0·35	–	–	–	–
10–14	1·90	0·31	35·42	24·85	61·46	72·11	1·22	2·73	–	–
15–19	1·80	0·24	3·02	0·59	56·30	25·77	38·79	69·94	0·58	3·47
20–24	1·82	0·34	4·14	1·26	53·55	24·85	36·75	58·78	4·25	14·73
25–29	3·07	0·63	8·80	3·70	53·36	30·67	30·91	54·40	3·80	10·60
30–34	4·35	1·12	14·00	6·48	53·19	36·44	25·22	46·40	3·24	9·56
35–39	5·63	1·48	14·26	6·56	52·02	37·55	24·44	44·79	2·77	9·33
40–44	6·18	2·00	13·20	6·29	51·06	35·07	26·50	46·02	3·06	10·02
45–49	6·27	1·85	12·04	5·74	51·21	36·33	27·04	46·19	3·44	9·88
50–54	6·85	2·05	11·35	5·07	52·02	38·63	26·35	44·34	3·52	10·02
55–59	8·27	2·13	11·75	5·50	51·74	40·98	24·30	41·62	3·94	9·77
60–64	10·21	2·90	12·36	6·62	50·70	41·82	23·35	38·93	3·39	9·57
65–69	14·11	3·99	13·38	7·37	48·37	46·26	20·82	35·69	3·32	7·59
70–74	17·40	4·29	13·45	9·91	47·25	46·87	18·72	32·22	2·69	6·60
75–79	18·72	5·90	14·51	11·71	46·42	48·75	17·03	24·41	2·72	5·23
80–84	19·53	6·66	15·71	13·93	47·80	47·40	14·95	26·12	2·00	5·88
85–89	23·77	6·72	15·44	13·44	45·59	45·74	13·48	28·17	1·72	5·94
90–94	36·62	3·61	12·31	15·66	32·31	53·01	18·46	26·51	–	1·20
95–99	67·86	–	–	7·14	18·18	17·86	6·54	7·27	–	–
100 and over	63·50	–	–	–	75·00	25·00	25·00	12·50	–	–

¹Percentages based on stated ages and years at school.

TABLE 47. Years spent at school of the total population, by quinquennial age groups and sex, averaged in quartiles, Prairie Provinces, 1936

Age Group	Quartile Years at School in								
	Manitoba			Saskatchewan			Alberta		
	1	2	3	1	2	3	1	2	3
MALES									
ALL AGES	2.928	6.787	9.320	2.508	6.484	8.758	3.104	6.857	9.328
0– 4	–	–	–	–	–	–	–	–	–
5– 9	–	1.387	3.182	–	–	–	–	0.979	3.001
10–14	3.754	6.043	7.560	3.528	6.945	7.613	3.647	6.005	7.550
15–19	6.686	8.747	10.292	6.525	8.293	9.899	6.808	8.872	10.254
20–24	6.602	8.722	10.779	6.452	8.232	10.292	6.721	8.810	10.768
25–29	6.242	8.291	10.576	6.094	7.827	9.829	6.344	8.350	10.346
30–34	5.848	7.855	9.960	5.529	7.363	9.363	5.869	7.820	9.902
35–39	5.668	7.765	9.942	5.342	7.282	9.337	5.716	7.671	9.749
40–44	5.521	7.736	9.964	5.390	7.380	9.533	5.787	7.813	9.985
45–49	5.483	7.773	9.992	5.554	7.521	9.671	5.675	7.950	10.127
50–54	5.474	7.759	10.084	5.601	7.505	9.654	5.897	7.903	10.207
55–59	5.226	7.458	9.855	5.406	7.417	9.545	5.764	7.801	10.107
60–64	5.053	7.318	9.739	5.260	7.186	9.301	5.572	7.611	9.953
65–69	3.828	6.038	9.275	4.372	6.843	8.843	5.355	7.311	9.584
70–74	3.113	6.740	9.115	3.319	6.596	8.645	5.057	7.122	9.328
75–79	2.573	6.547	8.805	2.476	6.324	8.005	4.108	6.809	8.946
80–84	2.001	6.375	8.699	1.820	6.231	8.401	3.315	6.590	8.682
85–89	1.875	6.336	8.689	0.514	5.443	7.900	2.579	6.340	8.640
FEMALES									
ALL AGES	2.819	7.016	9.299	2.603	6.545	9.167	2.306	7.017	9.370
0– 4	–	–	–	–	–	–	–	–	–
5– 9	–	1.338	3.182	–	1.128	3.077	–	1.000	3.013
10–14	4.008	6.130	8.608	3.708	6.025	7.662	3.767	6.056	7.586
15–19	6.877	9.079	10.494	6.714	8.681	10.274	7.098	9.249	10.558
20–24	6.946	9.390	11.193	6.756	8.931	11.044	7.308	9.755	11.091
25–29	6.424	8.961	10.916	6.199	8.342	10.468	6.680	9.132	11.057
30–34	5.956	8.449	10.645	5.559	7.771	10.349	6.095	8.423	10.652
35–39	5.757	8.385	10.495	5.504	7.684	10.098	5.973	8.373	10.536
40–44	5.659	8.274	10.478	5.652	7.876	10.210	6.151	8.450	10.670
45–49	5.626	8.254	10.401	5.713	7.905	10.188	6.210	8.470	10.724
50–54	5.605	8.122	10.329	5.696	7.766	10.060	6.184	8.455	10.583
55–59	6.473	7.907	10.229	5.674	7.597	9.934	6.040	8.302	10.521
60–64	5.183	7.649	10.024	5.283	7.533	9.586	5.815	8.004	10.466
65–69	3.991	7.199	9.608	4.410	6.972	9.057	5.494	7.693	10.068
70–74	3.285	7.040	9.616	2.750	6.676	8.894	5.128	7.333	9.808
75–79	3.146	6.944	9.422	2.699	6.617	8.756	5.001	7.260	9.677
80–84	2.105	6.350	8.856	2.059	6.498	8.691	5.027	7.134	9.451
85–89	2.088	6.452	8.776	0.876	6.875	8.200	3.552	7.025	9.631

TABLE 48. Percentages of urban population at school for specified number of years, localities of 10,000 and over, Prairie Provinces, 1936

Age Group	Percentages at School in Urban Localities of 10,000 and over														
	0 Years			Under 5 Years			5–8 Years			9–12 Years			13 Years and over		
	Man.	Sask.	Alta.	Man.	Sask.	Alta.	Man.	Sask.	Alta.	Man.	Sask.	Alta.	Man.	Sask.	Alta.
0– 4	99.98	99.97	99.99	0.02	0.03	0.01	–	–	–	–	–	–	–	–	–
5– 9	26.61	28.72	31.66	73.05	70.77	67.69	0.33	0.51	0.45	–	–	–	–	–	–
10–14	0.26	0.16	0.17	24.68	23.23	23.65	72.92	72.93	73.17	2.14	3.79	3.00	–	–	–
15–19	0.11	0.19	0.15	0.88	0.62	0.48	26.33	26.62	24.10	70.06	67.54	71.09	2.64	5.04	4.18
20–24	0.28	0.23	0.25	1.73	1.64	1.05	58.26	56.27	51.64	28.59	30.56	36.54	10.54	10.44	15.71
25–29	0.89	1.06	0.45	6.23	3.77	3.58	53.48	52.33	29.53	31.62	52.15	55.93	5.78	10.69	10.44
30–34	1.49	2.05	0.83	8.64	6.43	6.63	37.95	37.16	35.49	45.60	43.65	39.59	4.70	9.22	9.47
35–39	2.68	2.97	1.28	8.46	6.61	9.08	38.73	38.26	37.15	42.83	43.19	46.08	7.87	10.20	9.65
40–44	4.07	2.93	1.68	9.12	5.66	5.45	36.29	35.73	34.49	42.43	45.07	45.17	6.09	10.18	10.15
45–49	5.38	2.77	1.58	8.58	4.97	4.07	34.53	35.12	32.51	42.26	44.33	44.96	8.18	10.67	10.48
50–54	5.27	3.00	1.87	7.96	4.79	4.41	36.63	38.51	37.94	42.33	43.25	40.18	7.81	10.45	10.49
55–59	6.47	3.38	1.87	8.29	5.58	4.55	37.64	41.99	40.15	39.60	39.48	42.89	8.29	10.51	10.50
60–64	6.66	4.39	2.08	8.32	6.27	5.14	39.41	42.40	41.68	37.11	38.54	40.69	8.29	8.34	10.39
65–69	8.54	5.29	2.98	9.82	7.08	6.90	39.63	43.55	45.28	35.40	34.78	36.61	6.58	7.35	8.24
70–74	8.99	5.93	3.15	11.08	9.01	8.08	39.81	40.27	40.75	33.52	37.71	41.59	6.61	6.86	7.82
75–79	8.95	6.02	4.37	10.34	11.27	9.95	43.63	45.53	45.63	30.78	30.91	30.30	6.31	6.50	5.65
80–84	10.57	9.44	7.19	10.91	12.44	13.34	45.48	47.58	43.58	27.01	25.65	28.44	5.54	4.31	5.73
85–89	8.73	8.62	8.08	11.33	16.38	9.33	45.63	47.41	48.31	29.58	22.41	30.51	4.25	5.17	3.81
90–99	13.04	14.29	4.84	8.70	14.20	12.90	47.83	48.18	52.26	28.70	18.03	29.20	1.73	5.30	0.80
100 and over	66.67	–	–	–	41.67	–	16.67	41.67	60.00	16.67	8.33	–	–	8.33	40.00

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